DOCUMENT RESUME

ED 252 698 CE 040 492

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TITLE Promising Programs Which Use Job Training Partnership Act Funds for the Vocational Education, Training and Employment of Handicapped Youth.
INSTITUTION Wisconsin Univ., Madison. Vocational Studies Center.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE Jun 84
NOTE 51p.
PUB TYPE Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Programs; Cooperative Planning; Cooperative Programs; Demonstration Programs; *Disabilities; Educational Cooperation; Educational Finance; Educational Legislation; *Employment Services; *Federal Aid; Federal Legislation; Guidelines; Job Placement; Job Training; Postsecondary Education; Program Administration; Program Development; Public Policy; School Business Relationship; School Districts; Secondary Education; Statewide Planning; Summer Programs; *Vocational Education; *Vocational Rehabilitation; *Youth Programs
IDENTIFIERS *Job Training Partnership Act 1982

ABSTRACT

This booklet, which is intended to provide ideas on how Job Training Partnership Act (JTPA) funds can be used to serve disabled youth, lists and describes over 75 promising programs funded by the JTPA to provide vocational education, training, and employment services to handicapped youth. The following types of programs are described: State and local JTPA planning efforts, secondary and postsecondary school year and summer programming funded under Titles IIA and IIB of the JTPA, community-based programming, local and statewide JTPA vocational rehabilitation agreements and vocational rehabilitation programs, and other federally sponsored employment preparation programs for disabled individuals. Each program description includes some or all of the following: the name and location of the program, a statement of the program's scope, the name and address of a program contact person, a brief discussion of the focus of the program, a list of the characteristics of the target audience served by the program, a list of any documents generated by the program, an information contact, the name and address of the project grant recipient, and a discussion of significant features of the program. Appended to the booklet is a list of those States whose Governors have defined handicapped youth as "a family of one" for the purpose of establishing income eligibility requirements under JTPA. (MN)

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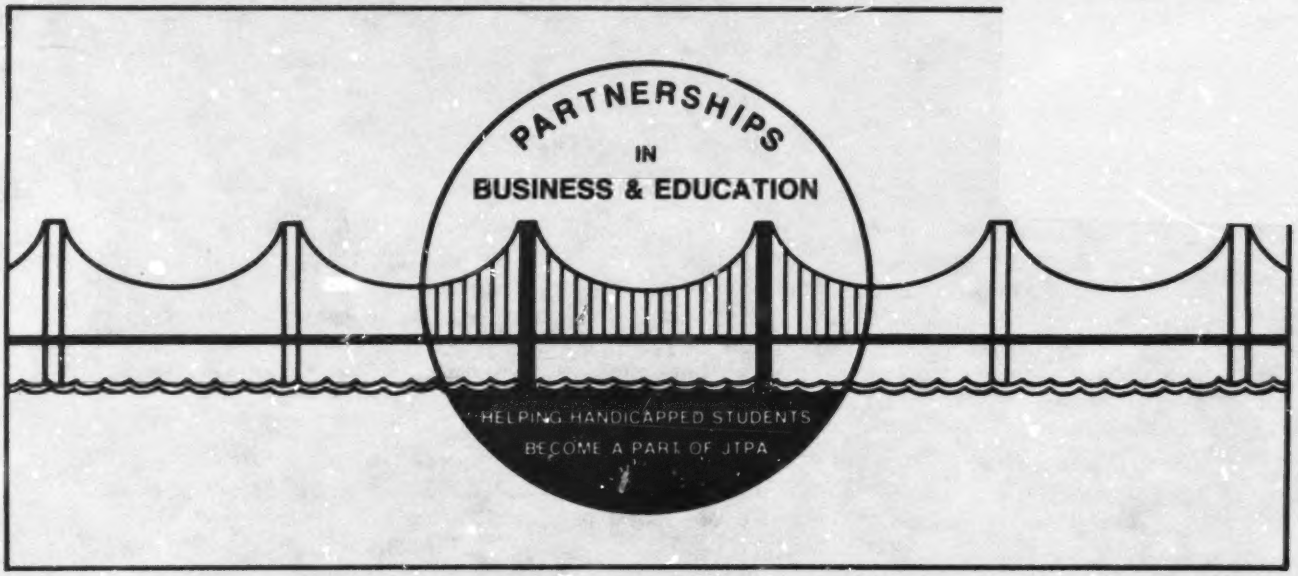

June 1984

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Promising Programs Which Use Job Training Partnership Act Funds for the Vocational Education, Training and Employment of Handicapped Youth

by

Lloyd W. Tindall, John J. Gugerty and Barbara Dougherty

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CE040492

Produced as part of a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services
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About this Publication

The purpose of this publication is to provide ideas on how Job Training Partnership Act funds can be used to serve handicapped youth. The following pages describe over 75 promising programs funded by the JTPA to provide vocational education, training and employment services to handicapped youth. Although these programs have not been formally evaluated, it is believed that they show real promise in serving handicapped youth.

Handicapped youth benefit from nearly all sources of JTPA funding. These sources include Title IIA funds expended by Service Delivery areas, Title IIA Eight Percent Education Coordination Grants, Title IIB Summer Youth Employment and Training Grants and the Six Percent Incentive Grants.

Agencies receiving funds to serve handicapped youth include special and vocational education departments, state and local vocational rehabilitation offices, and many community based organizations. A wide variety of partnerships with school districts and various agencies including business and industry have been developed in the process of serving handicapped youth. JTPA funds are often the sole source of resources for the projects. In other cases, JTPA funds supplement special and vocational education monies and local education agency funds. Some projects serve only handicapped youth while other projects enroll various percentages of handicapped youth.

Examples of state and local level planning practices which facilitate the placement of handicapped youth into JTPA programs are included.

This publication also contains a summary of projects funded by the U.S. Department of Labor, and descriptions of several projects funded by the Rehabilitation Services Administration through the Projects with Industry Program. JTPA funds supplement many of these projects.

Finally, an attempt was made to identify those states whose Governors have designated handicapped persons between 16-21 years of age as individual "families of one" in determining their income eligibility for enrollment in JTPA funded programs.

JTPA Project staff members at the Vocational Studies Center would like to thank the many persons at the state and local levels who have assisted in the identification and collection of information on JTPA funded projects. More project descriptions were received that could be included in this publication. A future publication will contain additional descriptions of JTPA funded projects which serve handicapped youth. If you wish to provide additional or updated descriptions of JTPA projects which serve handicapped youth, please feel free to do so.

STATE LEVEL: JTPA PLANNING

GOVERNOR'S COORDINATION AND SPECIAL SERVICES PLAN

Scope: State Level

Location: Indiana

Document: Governor's Coordination and Special Services Plan (6/1/83)

Information Contact: Indiana Office of Occupational Development, 150 W. Market St., 7th Floor, Indianapolis, IN 46204

Significant Pectures

"To avoid duplication of services to mutual clients participating under the Job Training Partnership Act and Division of Vocational Rehabilitation, local job training plans shall describe how the Job Training Partnership Act services will be coordinated with services provided through the Indiana Rehabilitation Services. Service delivery areas would be required to use these services rather than purchase them through other sources" (p 12).

"...local job training plans shall describe at a minimum (pp 13-14):

i. Procedures for using Indiana Rehabilitation Services as the agency for certifying a handicapped applicant's eligiblity for receiving services under the Job Training Partnership Act.

ii. How the total dollars available for services to mutual clients will be used. As a requirement, within each Service Delivery Area, Job Training Partnership Act funds will be used to purchase all vocational skills training and Indiana Rehabilitation Services will fund all other support services stipulated in individual program plans.

iii. A process to insure joint planning by service delivery areas and Indiana Rehabilitation Services staff, regarding the development and implementation of individual program plans for mutual clients.

iv. A process for cross referral of applicants.

STATE JOB TRAINING PLAN GUIDELINES

Scope: State Level

Location: Wisconsin

Document: Job Training Plan Guidelines for Program Year 1984-85

Information Contact: Governor's Employment and Training Office, Bureau of Policy, Planning and Evaluation, P.O. Box 7972, Madison, WI 53707

Significant Features

Title IIA: "...SDAs must establish planned service levels for the groups listed below, which, at a minimum, are equal to their incidence in the JTPA eligible population:

- women
- minorities (total and by subgroup)
- handicapped
- older individuals (55-69)
- high school dropouts (ages 16-69)
- AFDC-WEOP eligible/registrants."

Title IIB: "In order to ensure compliance with JTPA's non discrimination provisions, SDAs must establish planned service levels for the groups listed below, which at a minimum, are equal to their incidence in the JTPA eligible population:

- females
- minorities
- handicapped"

8% Education: "...program deliverers must establish planned service levels for the groups listed below which, at a minimum, are equal to their incidence in the area's JTPA eligible population:

- women
- minorities
- handicapped
- at-risk youth"

GOVERNOR'S EMPLOYMENT AND TRAINING POLICY

Scope: State Level

Location: Wisconsin

Document: Governor's Employment and Training Policy Program Year 1984-85 Goals, Objectives, and Coordination Criteria

Information Contact: Governor's Employment and Training Office, Bureau of Policy, Planning and Evaluation, P.O. Box 7972, Madison, WI 53707

Significant Features

Goal 1 - The targeting of employment and training services to high-need groups within the eligible population.

Objective 1 - Enroll and place females, minorities, handicapped and older workers in accordance with their incidence in the JTPA-eligible population.

STATE JOB TRAINING PLAN GUIDELINES

Scope: State Level

Location: Illinois

Document: Job Training Plan Guidelines, December 1983 revision

Information Contact: IL Dept. of Commerce and Community Affairs, Job Training Programs Division, 320 W. Washington St., Springfield, IL 62706

Significant Features

"Service Delivery Areas are required to have written coordination agreements with local offices of 5 state agencies: Departments of Rehabilitation Services, Children and Family Services, Corrections, Public Aid, and Job Service.

Coordination agreements must address the objectives of the coordination criteria as identified in the Governor's Coordination and Special Services Plan:

1. program information exchange
2. report and record sharing
3. coordination, integration and non duplication of services
4. referral procedures [including]:
   a) inventory of all agencies providing services to individuals referred to and from the JTPA administrative agent
   b) provisions for inclusion of interagency referral procedures in any coordination agreements
   c) provisions for joint training among assessors (people who assess participants and make referrals) working in various programs so each can become aware of different agency programs, emphases, and offerings
   d) a legal, standard release form to enable, as much as possible, assessors to know what services the participant has received from other agencies
   e) provisions for followup on referral to agencies."

LOCAL LEVEL: JTPA PLANNING

PIC GUIDELINES FOR HANDICAPPED

Scope: Local Level

Location: Wisconsin

Document: Letter from member of SDA's Private Industry Council (1/29/84)

Information Contact: Wisconsin Private Sector Initiative Program, Inc. 43 A West Davenport, P.O. Box 597, Rhinelander, WI 54501

Significant Features

"Fifteen percent of the people receiving services shall be identified as handicapped."

Definition of handicapped under which the administrative entity is operating:

Item 24 - Handicapped

Circle Y (for yes) or N (for no) to indicate whether or not the applicant meets any one of the criteria below:

a) The applicant has a physical or mental disability that substantially limits the applicant's major life activities (functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working and receiving education or vocational training); or

b) The applicant has a record of such a limitation; or

c) The applicant is regarded by others as having such a limitation.

NOTE: Inability to speak English does not constitute a "physical or mental disablity"

SDA ALLOCATIONS FOR HANDICAPPED POPULATION

Scope: Local Level

Location: Tennessee

Document: Letter from SDA #11's PIC Vice-Chairman (1/17/84)

Information Contact: Carl Brown, Regional Supervisor, Division of Vocational Rehabilitation, Dept. of Human Services, Columbia, TN 38401

Significant Features

The PIC agreed to allocate 15% of the slots for handicapped people in training programs funded through JTPA.

SDA JOB TRAINING PLAN

Scope: Local Level

Location: Wisconsin

Document: Job Training Plan, 1984-85 and summary letter from PIC's executive director

Information Contact: Richard J. Best, Ex. Dir., West Central WI Private Industry Council, P.O. Box 248, Menomonie, WI 54751

Significant Features

Summary letter (3/30/84): "We have targeted services to the handicapped population equal to their incidence in the JTPA eligible population [8.11%]. However, experience has shown that we will serve a much higher proportion of handicapped individuals.... Our staff will be oriented towards the needs of the handicapped and currently includes several members with vocational rehabilitation backgrounds, including myself [Executive Director]. We also have a very active vocational rehabilitation representative on the council.... We are also negotiating agreements with DVR, Unified Services [County boards] and other organizations serving the handicapped that will guarantee access of their clients into JTPA programs."

Job Training Plan (1984-85) Goal 1 - Employment and training services will be targeted toward high-need groups within the eligible population.

Goal 3, Objective B: Coordination agreements covering planning, referral and coordination of financial and other resources will be negotiated with the following organizations by July 1, 1984:

Job Service, County Social and Human Services, Division of Vocational Rehabilitation, Division of Corrections, a minimum of one business organization in each county, the local labor council, area vocational technical and adult education districts, local education agencies, appropriate University of Wisconsin System campuses, older worker programs, and community based organizations.

Goal 3, Objective C: By June 30, 1985, procedures will be implemented to share information with related programs regarding joint clients to maximize resources and avoid duplication of payment.

SDA REQUEST FOR PROPOSALS: TITLE IIA

Scope: Local Level

Location: Maryland

Document: Frederick Co. Job Training Agency's Request for Proposals (October, 1983)

Information Contact: County of Frederick Job Training Agency, 16 S. Wisner St., Frederick, MD 21701

Significant Features

1. specification of occupational training areas to be addressed: e.g. sheet metal fabricator worker, small engine mechanic
2. specification of curriculum length and content, e.g. sheet metal fabricator worker: should not exceed 20 weeks, and cover setting up and operating fabricating machine, use of proper dies; adjusting rolls, pressure and speed of machine; cutting, bending, straightening and forming metal plates; inspecting work; use of rule, square, hand tools, shims; safety on job.

"In providing these services, coordination with local resources -- Economic and Community Development, Employment Security, Frederick Co. Board of Education, Frederick Community College, Dept. of Social Services, Vocational Rehabilitation and other community based organizations -- will be emphasized to ensure the quality of service, to conserve resources and to avoid duplication of effort."

SDA REQUEST FOR PROPOSALS: 8% EDUCATION COORDINATION FUNDS

Scope: Local Level

Location: California

Document: Request for Proposals for (8%) Educational Coordination Funds, Job Training Partnership Act FY 1984

Information Contact: Golden Sierra Job Training Agency, 11532 B Avenue/DeWitt Center, Auburn, CA 95603

Significant Features

Target groups (Partial listing of categorical divisions):

16-19 yrs.	20%	School dropouts	10%
20-21 yrs.	13%	Handicapped/Disabled	11%
22-44 yrs.	61%		
45-54 yrs.	5%		
55 & over	1%		

"The Golden Sierra Service Offices will provide the following services to support all programs funded through this RFP:

- outreach and recruitment
- intake for eligibility certification
- employability assessment
- training referrals
- enrollment
- management for the participant needs - based payment system
- follow-up activities

"Program operators that are awarded subcontracts through this Request-for-Proposal process will be responsible for the provision of program support services, in addition to the classroom training activities. Program support services consist of:

- evaluation to determine if the referred applicant is appropriate for the training activity
- selection
- job counseling and job search assistance
- job development and placement

The Program Operator will also be responsible for working with the Golden Sierra Site staff to aid the participants in securing supportive services such as health, child care, transportation, and other services supplemental to training."

COMPUTER SKILLS FOR THE VISUALLY IMPAIRED

Scope: State School for the Blind

Location: Georgia

Funding Source: Title IIA Education Coordination Grants

Grant Recipient: Georgia Academy for the Blind, 2895 Vineville Ave., Macon, GA 31204

Focus: job placement and job counseling, assessment, testing and counseling, advanced learning technology, and vocational exploration

Information Contact: Ms. Faye Mullis, Education Supervisor, Georgia Academy for the Blind, 2895 Vineville Ave., Macon, GA

Characteristics: visually impaired youth and adults
12 individuals to be served;
ages 16 to 18

Significant Features

Students enrolled in the program are provided with classroom instruction in computer operations and occupations. The program offers 3 distinct components: 1) computer awareness; 2) computer interaction; and 3) computer programming skills. The guidance counselor, vocational and academic education supervisors and the business education instructor schedule students for the program. Staff base selection of students for the program on which high school students are seeking a high school diploma as well as formal assessment results. Computer science consultants offer instruction three hours per day, five days a week, for five months. Faculty at the Georgia Academy for the Blind receive in-service training from a computer science consultant for ten hours a month for five months. A consulting psychologist provides counseling to students and student evaluations at the rate of eight hours a month for five months. Objectives of the counseling and evaluation process include student identification of realistic career options in the field of computer science. The program links with the Department of Human Resources, Division of Rehabilitation Services for placement of students in on-the-job training after completion of the program. Integration with other types of agencies and institutions within the Georgia Service Delivery Areas includes local vocational technical schools throughout the state offering post-high school computer training. Student progress is evaluated according to specific mastery criteria stated in each student's individualized Educational Program. The school in cooperation with the PIC developed competency standards related to computer awareness skills which students must achieve at the rate of 85% accuracy to be recommended for on-the-job training.

VOCATIONAL EVALUATION/EXPERIENCE PROGRAM

Scope: State Level

Location: Wisconsin

Funding Source: 8% Education Coordination Grants

Grant Recipient: School for the Visually Handicapped, Janesville, WI

Focus: work experience

Information Contact: Wayne Sherry, Dept. of Public Instruction, Bureau for Vocational Education, P.O. Box 7841, Madison, WI 53707

Participants: visually impaired in-school youth

Significant Features

This project serves 25 visually handicapped secondary students from six school districts statewide. The project provides work experience opportunities...and linkages will be formed with Blackhawk Technical Institute [a postsecondary vocational technical school].

SECONDARY SCHOOLS: TITLE IIA SDA PROGRAMMING

PRIVATE INDUSTRY COUNCIL/DIVERSIFIED OCCUPATIONAL TRAINING

Scope: Local Level

Location: Florida

Funding Source: Local School District, SDA Title IIA

Grant Recipient: Individual employers who provide OJT to JTPA eligible handicapped students

Focus: on-the-job training

Information Contact: Diana Page, Program Coordinator, Judy Andrews Center, School for Exceptional Student Education, 129 N. Merritt St., Pensacola, FL 32507

Participants: individuals with various handicaps (specific learning disabilities, mental retardation, speech/ language impairment, hearing impairment, physical handicaps)

Significant Features

The Escambia County School District, as part of its Exceptional Student Education program, developed a program linking special education and vocational education. Diversified Occupational Training (DOT) coordinators were hired by the school district to select, counsel and provide training opportunities for exceptional students. A vocational evaluator was also hired to evaluate students and to provide that data to the DOT coordinators for placement information and for Individual Education Plans for curriculum development.

The four part program operates in the following manner.

I. *Selection:* The DOT Coordinator selects students utilizing the following criteria. The student must: a) have a vocational aptitude; b) be at least 16 years old; c) be an Exceptional Ed. student; and d) have successfully completed a formal or informal work experience.

II. *Vocational Evaluation:* A two day evaluation is administered to students to determine and analyze students' interests and aptitudes. The following instruments may be utilized: a) Picture Interest Exploration Survey (PIES); b) Wide Range Achievement Test (WRAT); c) Talent Assessment Program; and d) Jewish Employment and Vocational Service (JEVS) Work Sample System.

III. *Prior Work Experience:* To count as "prior work experience" the student must have received a satisfactory recommendation from a previous employer. This may be accomplished through several means.

1) The student may work in an on-campus position for one to two hours a day. In this capacity the student works for a minimum of one semester, academic credit and no pay.

2) The student may work in a position in the public sector, such as hospitals, postsecondary education, etc., for a minimum of three hours per day. In this capacity, the student works for a minimum of one semester, receives academic credit and no pay.

3) The student may participate in the Summer Youth Program, sponsored by JTPA.

4) The student may have acquired work experience on his/her own.

IV. *On-the-Job Training:* On-the-Job Training opportunities, in accordance with JTPA regulations, are provided to successful students. The DOT coordinator selects the student and does the job development. Before being placed in an OJT situation, each student goes through the intake process provided by the Pensacola Chamber of Commerce, which administers the JTPA programs for Escambia County. The student may be accompanied by his or her parents while being processed at the intake center. Once the student is placed on a job, the PIC notifies the employer that he or she (the employer) may be reimbursed for up to 1/2 of the student's training costs.

Students may attend school part-time and work part-time (30 hours or more), or, if they have completed their coursework, they may work full-time.

About 250 students will be served in this program during the 1983-84 school year, including the summer program (1984). The length of an individual's training program will vary with the type of job. Most are between three and six months in length.

ADULT SPECIAL NEEDS

Scope: Local Level

Funding Source: SDA Title IIA

Focus: classroom, OJT, Job Placement

Participants: handicapped youth and adults ages 18 and above

Location: Wisconsin

Grant Recipient: Cooperative Educational Services Agency #17

Information Contact: Norma Thompson, CESA #17, 4243 E. Rotamer Rd., Janesville, WI 53545

Significant Features

This program is a performance based contract. It is a multifaceted approach to providing training to eligible handicapped participants 18 years and older. Program components include: classroom training, internship, on-the-job training, and job placement activities.

WORK-STUDY PROGRAM FOR DEVELOPMENTALLY HANDICAPPED STUDENTS

Scope: Local Level

Funding Source: SDA Title IIA, local school district

Focus: work-study, work experience in school-based business venture, and life skill development

Participants: developmentally handicapped

Location: Ohio

Grant Recipient: Bloom Local School District

Information Contact: J. Paul White, Principal, Bloom Local High School, Tripp St., P.O. Box 237, South Webster, OH 45682

Significant Features

This project through the creation of business ventures provides students with the opportunity to work and produce in an actual on-the-job experience. The work site is an unused building that students and teachers converted into a production plant. Senior students attend one period of work related classes at the high school and spend the remainder of the day at the work site while juniors attend three academic classes in the morning and one-half day is spent at the work site. This work training program covers on-site work experience, job development, work attitudes, life skills and remedial education. The JTPA monies provide for rent of the production plant building as well as fees paid to two trainers. The trainers' responsibilities include setting up the job training stations, organizing resource persons to address the class, and marketing products produced through the training program.

SPECIAL VOCATIONAL PROGRAM

Scope: Local Level

Funding Source: SDA Title IIA

Focus: employability skills training, work experience, coordinate special and regular classes

Participants: Grades 9-12 mildly handicapped, learning disabled and economically disadvantaged

Location: Kentucky

Grant Recipient: Bardstown Independent Schools, 400 N. Fifth St., Bardstown, KY 40004

Information Contact: S.W. Wheatley, Special Vocational Program Coordinator, Bardstown High School, 400 N. Fifth St., Bardstown, KY 40004

Significant Features

Special vocational program students receive employability skill training and work experience training in private for profit businesses such as grocery stores, restaurants, nursing homes, laundries, gas stations, and department stores. Special and regular classes are coordinated in math and English to teach functional skills, i.e. paycheck management in math, application forms in English.

The program receives funds from JTPA, community organizations, and employer funded job sites. This is an ongoing program which evolved over a several year period. JTPA funds are used to pay junior and senior students for work experience. Some advantages of the program are that students understand the pre-employment process, have experience in the world of work, desire to be successful in life, and are contributors to society.

CAREER SERVICES

Scope: Local Level

Location: California

Funding Source: SDA Title IIA, Local School District

Grant Recipient: Sutter Co. Supt. of Schools Office

Information Contact: Career Services, 2195 Blevin Rd., Yuba City, CA 95991

Focus: comprehensive range of services

Participants: in-school youth and adults who are severely retarded, learning handicapped, hard of hearing, deaf or have other handicaps

Significant Features

This JTPA program serves all special education students in Sutter County, with emphasis primarily on high school seniors and juniors, secondarily sophomores and freshmen. The [state/local] JTPA qualifying procedures allow for the services to be provided to all socio-economic groups [of handicapped] individuals. Services include:

1. physical skills and abilities assessment (PASS, including printout of jobs list)
2. vocational preference surveys
3. pre-employment skills training (60 hours "in class" curriculum of job readiness skills on four high school campuses)
4. referral to and placement in vocational education classes prior to job placement when appropriate
5. job development (based upon abilities and interests of client)
6. job counseling
7. job placement
8. followup (onsite visits and post employment counseling and evaluation)
9. transportation assistance
10. procurement of special equipment needs for employment ($100 limit)

The adult program includes all of the above services, with the exception of the pre-employment skills training classes.

PROJECT WORK ABILITY

Scope: Local Level, multiple sites

Location: California

Funding Source: JTPA, vocational education, special education, vocational rehabilitation, job service

Grant Recipient: 33 sites representing more than 70 school districts

Information Contact: VOICE (916) 324-3643, or Gail Zittel, Youth Employment Linkages Services Unit, 721 Capitol Mall, Sacramento, CA 95814

Focus: classroom training and work experience

Participants: secondary special education students

Significant Features

The goal of this project is to provide career and/or vocational education training and work experience in the private sector in order to increase secondary special education students' employability. Cooperating organizations include the state Department of Education (special ed. and voc. ed.), Employment Development Department, Department of Rehabilitation, and local school districts, local offices of Vocational Rehabilitation, Employment Development, employers, Private Industry Councils established to implement the JTPA, and parents.

Local interagency efforts place students in private sector jobs while students are in school receiving a coordinated training sequence demanded by the job performed. Each project is also required to find local community support for their projects (eg. Industry Education Councils, Rotary, Chambers of Commerce, etc.) in order to develop local support for employing students and to make communities aware of the students' skills and strengths.

Focus of Project Work Ability in 1983-84:

1. integrate as many sites as possible with SDA's JTPA activities
2. study the student stipend incentives offered in Work Ability for ways to institutionalize the process in other schools
3. study the interagency coordination and its possibilities for state policy or legislation

PROJECT WORKABILITY

Scope: Local Level

Location: California

Funding Source: SDA Title IIA, school district, City of Irvine, Employment Development Dept.

Grant Recipient: Irvine Unified School District

Information Contact: Beverly Huff, Irvine High School, 4321 Walnut, Irvine, CA 92714

Focus: assessment, classroom training, work experience, on-the-job training, and assistance in placement in permanent unsubsidized jobs

Characteristics: 16-21 yr. old disadvantaged youth, handicapped youth (including severely handicapped youth)

Significant Features

The Irvine Unified School District has entered into an agreement with the City of Irvine to serve economically disadvantaged youth ages 16-21, as well as those with significant barriers to employment (handicapped individuals). The services offered include assessment, classroom training, and monitoring on the job. In return the city will provide: 1) a 30 hour/wk. staff person to assist the District in the training and student monitoring process; 2) a 30 hour/wk. job developer; and 3) a 10 hour/wk. staff person to assist in on-the-job training of severely handicapped individuals. The school district employs four "half time" career counseling assistants who do the preemployment skills training at each of the high schools using lesson plans developed by the city's training person. The job developer (city employee) uses her contacts in the business community to develop unsubsidized entry level positions for students who are job ready. The City of Irvine, which is funding the project through the JTPA, is committed to placing 60 students in unsubsidized employment by June 30. The city and school district will give placement priority to handicapped individuals. Additional placement services are available from the Employment Development Department, which opened a field office in the same facility used by Project Workability and the City of Irvine.

CAREER/VOCATIONAL LIFE PLANNING

Scope: Local Level

Location: California

Funding Source: SDA Title IIA, Vocational Education, Special Education, Vocational Rehabilitation, Employment Development Department

Grant Recipient: Bellflower Unified School District

Information Contact: Milt Wilson, Bellflower Unified School District, 16703 S. Clark Ave., Bellflower, CA 90706

Focus: job awareness, classroom training, on-the-job exploration, experience and training

Participants: 110 special education students

Significant Features

This project is a comprehensive project developed by the school district and Dr. Shirl Alger Stark, Dept. of Sp. Ed., California State U., Fullerton. The first phase of the project is a job awareness class at the seventh grade level. The assessment technique used (7th & 8th grade) is the Structure of Intellect

(SOI), Career Vocational Form. This package, developed by Meeker & Meeker (SOI Institute) includes remediation materials. Each student then has a detailed 4 year vocational plan developed as part of his/her IEP. Special ed. students in grades 9 & 10 receive on-campus vocational preparation with minimum academic requirements, and with continued SOI assessment and remediation as needed. Grade 11 students receive on-campus instruction and off-campus on-the-job training with a minimum of on-campus classes. There is a minimum of remediation at this level. For 12th graders, private companies are contacted by the school district's job developer in conjunction with staff from the local Employment Development office and Vocational Rehabilitation office. These three people are responsible for placement of each student (by graduation) in a vocation for which they are best suited. The program goal is 100% placement by graduation. Employer feedback is to be supplied to the district for six months following placement.

EXPANSION OF PRE-VOCATIONAL TRAINING FOR HANDICAPPED HIGH SCHOOL STUDENTS IN ROANE COUNTY

Scope: Local Level

Location: Tennessee

Funding Source: SDA Title IIA

Grant Recipient: Harriman City Schools

Focus: in-class support for vocational skill training and job counseling/placement

Information Contact: Levonn H. Hubbard, Superintendent, Harriman City Schools, 1002 Roane St., Harriman, TN 37748

Participants: students ages 14-20 who are mentally retarded or learning disabled

Significant Features

The school: Harriman Occupational High School currently [1983-84] has an enrollment of 148 students, with 5 academic teachers, 5 tutors and teacher aides, 5 shop teachers, 1 speech teacher and one health/physical education teacher.

...the school serves students who are 14 years of age or older if they have been certified as a special education student and an M-Team determined that this placement was in the best interest of the student and the least restrictive environment...Students in the MR range as well as those with specific learning disabilities are now being served at the school. Students may be referred to the school at any time from other schools in Roane County, but they must then be certified and verified as having a handicap, and then be placed by an M-Team with the involvement and approval of the parents. Over 95% of the students are from economically disadvantaged homes.

All seniors must complete a successful 9 month on-the-job training with a local business in order to complete training at H.O.H.S.

The State Rehabilitation Office is housed in the same building as H.O.H.S. and provides services to the staff and students.

The JTPA-funded program: Three shop aides are employed...to allow expansion of training into the areas of automotive repair, building trades, and custodial and maintenance skills. The aides work full time with students in shop classes to provide individual help as needed and to insure quality work on the part of the student. These aides work under the direction of the present [school district supported] staff.

A half-time counselor/placement coordinator is employed to counsel with students as problems arise as well as to provide guidance and training in job seeking and job-holding skills, to place students in on-the-job training situations, to provide for follow-up supervision of those students, to work with present and potential employers, to survey local business and industry to determine their needs which might be met by H.O.H.S.students, and to coordinate his/her efforts with the help provided by Vocational Rehabilitation. The counselor/coordinator works under the supervision of the principal. He/she will also work closely with shop teachers, academic teachers and the special education staff.

It is estimated that the entire student body of 148 students will be involved in some aspect of this program, especially the counseling, and [the individual attention made possible by] the lower pupil-teacher ratio in shop classes.

Jobs are now available [3/23/84] for all of the graduating seniors.

WORKABILITY

Scope: Local Level

Location: California

Funding Source: SDA Title IIA

Grant Recipient: Calaveras Co. Office of Ed.

Focus: job readiness skills, work experience

Participants: fifty handicapped students ages 16-21

Information Contact: John Brophy, Dir. of Special Ed., Calaveras Co. Office of Education, 373 S. Main St., Box 760, Altaville, CA 95221

Significant Features

These students are currently enrolled in Special Day Class or Resource Specialist Placements with current Individualized Education Programs that contain career/vocational education goals and objectives. All of the students, as handicapped, qualify as family of one units for funding considerations.

Special Education/Vocational Education Technicians at each high school provide, under certificated supervision, assessment of the participants, career counseling, and job search and development activities as well as supervision at the training site that is mutually agreeable to both the owner/trainer and technician. Technicians monitor progress and, in conjunction with the trainer, develop a written training program and schedule. The technician will collect and verify accuracy of time cards to be used for training wage payment purposes. Length of training will be up to 20 weeks, for up to 4 hours a day for graduating seniors and two hours a day for non-seniors at these job sites.

The training occurs in a combination of classroom setting and private job site(s). Some students will spend their entire training time at one site while others will rotate through two or more sites to help define their interests and abilities. Skills learned are individualized, and include learning to:

a) maintain their social security number
b) fill out neat and accurate job applications
c) relate to management and fellow workers in an appropriate manner
d) ask questions when they do not understand directions or a task to be completed
e) notify an employer whenever they may be absent from the job
f) open and maintain a savings account
g) request and maintain letters of recommendation
h) plan and maintain a budget process with their earnings
i) other job related goals to be specified in the training plan and individualized education program.

SECONDARY SCHOOLS: TITLE IIA EIGHT PERCENT EDUCATION COORDINATION GRANTS PROGRAMMING

HIGH HOPES

Scope: Local Level

Funding Source: Title IIA 8% Education Coordination Grants

Focus: identification, career information, career planning, job site shadowing, and micro-computer instruction

Participants: disadvantaged and handicapped youth meeting JTPA eligibility criteria

Location: Maryland

Grant Recipient: Montgomery County Public Schools

Information Contact: Lois P. Parker, Coordinator, Career Education, Montgomery County Public Schools, 850 N. Washington St., Rockville, MD 20850

Significant Features

This project identifed disadvantaged students and students with barriers to employment and helps them in pursuing careers that require postsecondary education and/or training. Students are provided with an expanded use of career centers to obtain career information and tutorial assistance in career awareness and career planning through assistance from school staff and volunteers. Career sponsors within business and industry provide career related assistance to students. Job shadowing experiences and ways to gain access to post-secondary schools, including campus visits, are provided. A microcomputer instruction section informs students of how computers work, how computers affect lives and careers and the development of keyboarding skills. The project brings together business and industry, parents, and educators in an effort to help students.

DEMONSTRATION PROJECT FOR DEAF ADOLESCENTS IN JOB COUNSELING, TRAINING, PLACEMENT AND FOLLOWUP

Scope: Area School for the Deaf

Location: Georgia

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Atlanta Area School for the Deaf

Focus: employer awareness, develop training and job opportunities, staff development

Information Contact: Mona K. McCubbin, Superintendent, Atlanta Area School for the Deaf, 890 N. Indian Creek Dr., Clarkston, GA 30021

Participants: high school deaf adolescents

Significant Features

The objectives of this project are to increase employer awareness and support of deaf adolescents, employment needs, identify appropriate jobs, provide job counseling, placement and followup services, develop cooperative arrangements with other agencies, provide staff development for school and local agencies and review and revise school career and vocational course descriptions.

Activities include the development of a questionnaire to be sent to prospective employers and the hiring of a job placement and training specialist to assist in on-the-job training and placement of students, and one week summer course for all sophomores on career and vocational education.

The program is scheduled to serve 15-18 deaf adolescents at the Atlanta Area School for the Deaf during the first year. After completion of the demonstration project the Atlanta Area School for the Deaf would like to provide similar services to the Georgia School for the Deaf at Cave Springs and then expand services to include deaf adolescents in the Atlanta metropolitan area.

JTPA-EDUCATION COORDINATION GRANTS

Scope: Local Level

Location: Minnesota

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Cloquet School District No. 94

Focus: job skills, assessment, job tryouts, coordination of IEPs and IWRPs, linkages

Information Contact: Jerry Lassila, Independent School District No. 94, 509 Carlton Ave., Cloquet, MN 55720

Participants: thirty 16-21 year old in-school mentally handicapped youth

Significant Features

This is a cooperative project involving the Division of Vocational Rehabilitation, Cloquet Chamber of Commerce and a special education cooperative of nine school districts. Private for profit businesses are given assistance in designing training sites and try-out employment stations and in compensating employees. The business learns of the capabilities of the mentally handicapped and the trainee gains the reward of performing the tasks well.

The main goals are to: 1) assess students skills and interests; 2) develop and implement a pre-employment skills training class; 3) develop training sites; 4) hire and train job coaches; 5) develop a trainee pay schedule for tryout employment stations; 6) provide trainee transportation; 7) provide on-site evaluation at tryout station; and 8) facilitate communication among VR, LEA staff and promote joint IEPs and IWRPs.

VOCATIONAL TRAINING FOR TRANSITIONING ADJUDICATED YOUTH

Scope: Local Level

Location: Washington

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Tacoma School District

Focus: assessment, placement, skill training, work experience

Information Contact: Dr. Henry J. Bertness, Assistant Superintendent, Tacoma School District, P.O. Box 1357, Tacoma, WA 98401

Participants: fourteen adjudicated youth

Significant Features

The goal of this project is to retain more adjudicated youth in school by providing them with appropriate vocational training that will result in marketable skills. The objectives include assessment surveys to identify potential school and community training placements, monitoring and modification of progress as necessary and placing trained youth into jobs in the community.

Tacoma Public Schools provides all the necessary facilities. All adjudicated youth enter the Learning Center for testing and to prepare them to enter the regular classroom, resource rooms, or special education programs, vocational technical institutes, sheltered workshops or Project STORE. Project STORE trains youth for entry into the grocery store business. The project staff work with Learning Center personnel to prepare youth to enter vocationally oriented school district programs. It is planned that by the end of the eight month project period that some youths will move out of the programs into community settings.

ON-THE-JOB TRAINING PROGRAM FOR THE SPECIAL EDUCATION STUDENT

Scope: Local Level

Funding Source: Title IIA 8% Education Coordination Grants

Focus: use on-the-job training as a means to learn a job, succeed in the job and continue job after graduation

Participants: twenty two grade 10-12 special education students

Location: South Dakota

Grant Recipient: Aberdeen School District 6-1

Information Contact: Luke Miller, Special Education, Central High School, 203 Third Ave., S.E., Aberdeen, SD 57401

Significant Features

In this project the special education teacher works closely with the student, the employer, the student's parents, and the job Service and Vocational Rehabilitation Offices to properly place students in jobs. The student receives one credit for O.J.T. and is graded by the special education teacher and the employer. Placements at Central High School include: library, kitchen, janitorial, lunchroom, and taking wheelchair students to classes. Similar placements have been made at Northern State College, St. Lukes Hospital, fast food restaurants, child care center, library, appliance store, Federal Building and hairstyling school.

WEST CALDWELL HIGH SCHOOL DROPOUT PREVENTION/JOB PLACEMENT CENTER

Scope: Local Level

Funding Source: SDA Title IIA 8% Education Coordination Grants

Focus: basic academic and entry level employment skills, career guidance, job placement

Participants: 26 low income youth; includes 17 students with mental, learning, physical or visual handicaps

Location: North Carolina

Grant Recipient: West Caldwell High School

Information Contact: Tate McKee, West Caldwell High School, 300 W. Caldwell Dr., Lenoir, NC 28645

Significant Features

The objectives of the program are to: 1) identify work experience sites, paid, unpaid, full-time, or part-time employment; 2) utilize community resources to provide training; 3) provide career guidance and counseling to develop short and long range employability plans; 4) improve access to academic, vocational and remedial programs; 5) facilitate access to out of school employment and training programs; and 6) provide pre-employment skills training when it is not provided in the regular school curriculum.

A collaborative committee composed of local business and industry representatives, local school and community college personnel serve in an advisory capacity to the project.

Eleven of the students in this program would not meet eligibility requirement if each was not counted as a family of one.

SCHOOL TO WORK TRANSITION PROGRAM

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Utica City School District, 13 Elizabeth Street, Utica, NY 13501

Focus: assessment, employability skills, basic skills and occupational training, on-site employment training/work experience, and permanent employment assistance

Information Contact: Anthony J. Perrone, Coordinator Youth Employment Training Program, Utica City School District, 13 Elizabeth St., Utica, NY 13501

Participants: handicapped youth 16-21 (18 out of a total of 30 participants)

Significant Features

Eligible students begin program activities by developing a career plan with assistance from the workstudy teacher and a counselor. Students are formally assessed in terms of occupational interest and abilities/aptitudes and receive a report of the findings. Vocational upgrading of skills and basic skills instruction are provided participants upon referral. The employability skills component of the program offers career exploration activities, labor market information, and job-seeking and job-keeping training. Employers in the community provide the work-site training/work experience opportunities. Their effort includes supervision of students, evaluation and practical on-the-job counseling.

Student achievement is monitored by the employer in terms of program objectives. A Workstudy teacher intervenes and provides counseling to those participants experiencing difficulties, allowing reasonable time for improvements and behavior change. The school district's Office of Vocational Education assists project staff in placement of participants.

SCHOOL TO WORK PROGRAM FOR HANDICAPPED YOUTH

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants, Local School District

Grant Recipient: Buffalo City School District, 712 City Hall, Buffalo, NY 14202

Information Contact: Robert W. Fritzinger, Assistant Superintendent for Voc. Ed. or Leonard M. Neureuther, Supervisor for Voc. Ed., 816 City Hall, Buffalo, NY 14202

Focus: comprehensive three-part work-study experience: assessment, counseling, life skills, occupational information, work experience, job seeking and job keeping skills, functional academic skills and job training skills

Participants: handicapped students other than those mentally retarded - primarily learning disabled or needing learning adjustment. The 80 students to be served at the 12th grade level will probably not receive a high school diploma and need employment training.

Significant Features

The 8% grant provides funding for the tryout employment component of the program offered by the Buffalo School System. The total comprehensive program begins at the 9th grade and offers life skills coupled with a concept of work. The 2nd year focuses upon career information and helps the student consider the type of job he/she may pursue. In the 3rd year, students participate in in-school work experience. This activity is based upon the student's preferences and abilities. Students receive in-service training at training stations to meet on-going job requirements. The in-class training focuses on job-getting skills, functional academic skills and job training. The final phase includes a half-day work experience in the community. The classroom training in addition to regular academic programs reinforces job seeking skills, looks at job keeping skills and labor organization relationships. The work experience/tryout employment provides employment in such establishments as restaurants, nursing homes, department stores, hospitals, gas stations and grocery stores. The student is well prepared for the work experience through mastery of the necessary skills acquired by in-service training at the school. Students are closely supervised at their place of employment by the project's job developer. Students needing assistance at the work site receive such services from the job developer. The 8% grant funds job developers and provides try-out employment stipends for participating youth.

JTPA 8% BASIC SKILLS PROGRAM

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Board of Education, City of New York, 110 Livingston St., Brooklyn, NY 11201

Focus: job training, work related experiences, job preparation activities, job-seeking skills

Information Contact: Anthony J. Baldino, Special Assistant for Vocational Education, 110 Livingston St., Brooklyn, NY 11201

or

Jack Duffey, Project Administrator, Placement and Referral Center for the Handicapped, P.S. 142, 100 Attorney St., Rm. 314, New York, NY 10002

Participants: learning disabled and/or emotionally disturbed requiring a totally structured environment, 80 students served from 8 Division of Special Education, Special Schools

Significant Features

Students accepted into the program require specialized and intensive instruction due to their specified handicaps. Job training instruction available to these students includes the areas of food service, hotel service, clerical, printing, health care, retail, and mailroom/messenger. The program also includes a job preparation component focusing on job-seeking and job-keeping skills. Work related opportunities available to program participants are 1) work experience; 2) tryout employment; and 3) on-the-job training. Program completers become the placement responsibility of the Placement and Referral Center for the Handicapped which has developed employment opportunities for special education students and adults over many years.

SPECIAL EDUCATION WORK EXPERIENCE PROGRAM

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants, Local BOCES

Grant Recipient: Board of Cooperative Educational Services, Washington - Warren - Hamilton - Essex, Division of Special Education

Focus: support services that include job search assistance, job counseling, supervision and connection between job and occupational program, and pre-employment experiences for handicapped students

Information Contact: Nancy Kirk-Barkman, Work Study Coordinator, Southern Adirondack Educational Center, Dix Ave., Hudson Falls, NY 12839

Participants: learning disabled, emotionally disturbed, educable mentally retarded and trainable mentally retarded

Significant Features

The 8% education grant covers support services and related items for the BOCES' Special Education Work-Study Program. This school-to-work transition program serves special education students in a four county area and offers work experience, try-out employment, and a bridge to full-time employment. Students progress through a graduated system of experiences to accommodate individual needs. This process begins, generally, with volunteer work experience at a public, non-profit agency or work experience with stipend at a public, non-profit agency. The next step is a volunteer position with private business which is necessary for some students before private business will consider them. The final goal is paid private employment. Staff moniter students at job site on a regular basis, with employer evaluation conducted on a quarterly basis. Pre-employment experiences provided to students include employment/industry related tours as well as employment related speakers to enhance their understanding of the realities of work. Other services offered include job search assistance and job counseling.

WORLD OF WORK PROGRAM

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants, Local School District

Grant Recipient: Rochester City School District

Focus: academic and vocational training

Information Contact: Edgar Hollwedel, Supervising Director of Secondary and Continuing Instruction, or Donna Phillips, City School District, 131 W. Brood St., Rochester, NY 14608

Participants: handicapped students (includes mentally retarded and hearing, speech, and vision impaired) 14 of 300 participants, 16-20 years old

Significant Features

The World of Work program is an alternative high school serving 16-20 year old high school dropouts and/or potential dropouts. Program components include work experience training and academic offerings (English, Math, Social Studies, and Health). The program uses JTPA 8% funds to provide students' salaries/stipends while they are engaged in the vocational activity component. Local business and industry also provide funds for student work experience. Handicapped students referred to the program are mainstreamed in both the vocational and academic aspects of the program. Their vocational activities include housing renovation and food service. Program goals focus on improving students' employability and allowing them to earn credits toward a high school diploma.

SCHOOL TO WORK TRANSITION PROGRAM FOR HANDICAPPED YOUTH

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Board of Cooperative Education Services, Cortland-Madison, Clinton Avenue Extension, Cortland, NY 13045

Focus: vocational assessment and career counseling, job shadowing experiences/ career exploration, work experience, job placement

Information Contact: Shirley K. Chandler-Kelly, Career Counselor, Special Needs Students, or A. Paul Hackett, Director of Special Education, Cortland-Madison BOCES, Clinton, Avenue Extension, Cortland, NY 13045

Participants: emotionally disturbed, mentally retarded, learning disabled, multiply handicapped youth 14-20 years old. Approximately 30 students.

Significant Features

Services provided students enrolled in this program are divided into 4 categories: a) vocational assessment and career counseling; b) job shadowing experiences/career exploration; c) work experience; and d) job placement. Recruitment, screening, and intake functions of the project are handled by the BOCES. Each student completes a vocational aptitude and ability assessment. Classroom training units are coupled with job shadowing and other field experiences. The total length of the program is 20-25 weeks. Students attend 35 1/2 hr. classroom sessions. In the remaining seven to ten weeks, students participate in job shadowing experiences, individual counseling, work experience programs and eventually job placement services. Job placement activities are directed primarily to students about to terminate their educational experience. The Career Transition Plan developed for each student includes: documentation of self-assessment (interests, aptitudes, abilities); areas of occupational interests; job seeking activities to be undertaken by student; job shadowing and work experience situations participated in; documentation of termination status (positive outcomes achieved or deficiencies specified). Job placement efforts are coordinated through BOCES Work Experience Coordinator, JTPA Job Developer with the County Administrative Offices and the project's Career Awareness and Placement Counselor.

PROJECT AWARE

Scope: Local Level

Location: Wisconsin

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Cooperative Educational Service Agency #14

Focus: identification, assessment counseling, education and employment training for potential dropouts

Information Contact: Ray Banfi, CESA #14, 1300 Industrial Dr., Fennimore, WI 53804

Participants: handicapped (50% or 32 of 64 participants)

Significant Features

This project serves a consortium of 24 high schools, and is based on partnerships/linkages that have been initiated between CESA #14's Project Aware and Southwest WI Voc-Tech Institute (postsecondary), job service, and private employers.

The education/training process includes the following elements: identification, recruitment, intake and certification, educational/employability assessment, development of an individual education and training plan, and two skill development components: a secondary school education component and a voc-tech (post-secondary) component. The secondary education component includes an employability skills seminar and/or vocational exploration classes, and job experience. The voc-tech component includes the Goal Oriented Adult Learning Program (academic), vocational exploration classes, and job experience. Project AWARE staff monitor student progress in either component, and provide (or obtain access to) further training/job placement, and follow-up to completers of either component.

IMPROVING THE WORK TRANSITION OF HANDICAPPED YOUNGSTERS

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Board of Cooperative Education Services, Broome-Delaware-Tioga Counties, Upper Glenwood Rd., Binghamton, NY 13905

Focus: work habits, job counseling, and work retention assistance

Information Contact: Charles Craparo, BOCES Supervisor or Lyle A. Green, Director, Special Education

Participants: mentally retarded, emotionally disturbed, and learning disabled - 35 to 40 handicapped students to be served

Significant Features

This program is designed to provide supplemental services to handicapped persons prior to and after job placement. The goal is to guarantee more successful job retention. The funds provide a professional work retention coordinator. Participants are initially placed in trial employment experiences for 200 hours during which time the Work Retention Coordinator provides support during and for the socialization process. The coordinator acts as an ombudsman and communicator between the handicapped person and his/her fellow workers, supervisors, and employers. Participants are visited on a regular basis for the purposes of supervision and counseling. Fellow workers and supervisors provide input on how the handicapped participant is functioning on the job. This information is the basis for the counselor's session with the coordinator. After the tryout experience, students placed on the job are counseled by the coordinator regarding individual difficulties in relating to fellow workers, work situations, and employers. Because of this service, 80% of the participants are expected to maintain jobs from the time of final placement for one year's duration. Follow-up occurs at 90, 180, and 360 day periods. The Work Retention Counselor works cooperatively with support staff in the BOCES Division of Special Education and at the Office of Vocational Rehabilitation and provides input for adjustments in the agencies' curriculum to better prepare the handicapped students for job tryout situations. The Coordinator also visits local businesses and industries to secure job tryout positions for the handicapped participants.

FOOD SERVICE TRAINING

Scope: Local Level

Location: California

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Lake Tahoe Unified School District

Focus: classroom-based and on-the-job skill training

Information Contact: Jackie Nelson, Lake Tahoe Unified School Dist., P.O. Box 14426, South Lake Tahoe, CA 95702

Participants: 6 severely handicapped high school students ages 17-21

Significant Features

The program enrolls disabled high school students approaching graduation and trains them to enter an occupational field, food services, which matches their interests and abilities, has potential for advancement and/or transferability, and which fill an ongoing demand in the local labor market.

This program involves two consecutive nine-week segments (180 total training hours) scheduled in conjunction with the high school semester. The initial nine weeks of training will be provided at South Lake Tahoe High School for two class periods per day. Students are trained at the knowledge and skill practice levels in the functions of nine food service occupations. During this period students will have the opportunity to sample being a worker in some of these occupations both in a special education classroom's kitchen/restaurant and in the school cafeteria/faculty restaurant. Information related to aptitudes and skills in specific occupations will be tracked and used as an additional assessment.

During the subsequent nine weeks, students work in a selected food service occupation in on-the-job training in the private sector. Training and supervision will be provided by project staff. Written performance evaluations will be completed by the employer.

Prior to the close of the program, students are assisted by project staff in securing private sector jobs through local resources (Vocational Rehabilitation, Employment Development Dept., Human Services Youth Employment Services).

SCHOOL TO WORK TRANSITION FOR HANDICAPPED YOUTH

Scope: Local Level

Funding Source: Title IIA 8% Education Coordination Grants

Focus: assessment, on-the-job training, job search, employment development, and occupational skills

Participants: moderate to severely handicapped youth; 25-30 individuals to be served

Location: New York

Grant Recipient: Board of Cooperative Education Services, Nassau/Suffolk, Valentines Road and the Plain Road, Westbury, NY 11590

Information Contact: Clarence Becker, Project Administrator, Nassau BOCES, Valentines Rd. and the Plain Rd., Westbury, NY 11590

Significant Features

Staff interview all potential participants and conduct an extensive assessment. Based on the results of the interview and assessment, staff classify youth as job ready or in need of occupational skill development. The program links with the Service Delivery Area to provide on-the-job training incentives for prospective employers to obtain OJT opportunities for job ready youth. After an appropriate job search, an employment counselor accompanys the student to the employer for an interview. If the job site is found acceptable, staff supervise the student on a one-to-one basis during the break-in period of employment. Supervision decreases as the student shows capability in maintaining himself/herself on the job. If staff consider a student not job ready after the assessment and interview, the project provides a program for the individual that includes employability development, basic skills for working with others, and exercises to develop dexterity. Staff also have an option to place students in an existing secondary occupational laboratory to develop a particular occupational skill.

SCHOOL TO WORK TRANSITION FOR HANDICAPPED YOUTH AND ADULTS

Scope: Local Level

Funding Source: Title IIA 8% Education Coordination Grants

Focus: assessment, job seeking, and job keeping skills, and vocational exploration

Participants: learning disabled, mentally retarded emotionally and therapeutically handicapped

Location: New York

Grant Recipient: Board of Cooperative Educational Services, #2, Suffolk County, 201 Sunrise Highway, Patchogue, NY 11772

Information Contact: Vincent Troiano, or John Volonts, BOCES #2 Suffolk County, 201 Sunrise Highway, Patchogue, NY 11772

Significant Features

The program is designed to provide school to work transition services to handicapped youth. Skills developed through the program include: 1) ability to seek employment using a variety of sources such as newspaper ads and resume writing; 2) ability to relate to peers and supervisors while on the job; and 3) ability to recognize, on an individual basis, occupational strengths and weaknesses. Audio visual materials for vocational evaluation are provided to participants. Vocational exploration is also provided to individual participants in relation to their vocational evaluation.

SCHOOL TO WORK TRANSITION

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants, Local BOCES

Grant Recipient: Board of Cooperative Education Services, Saratoga-Warren, 112 Spring St., Saratoga Springs, NY 12866

Focus: work experience, employment counseling, career counseling, occupational information, labor market information, and assessment

Information Contact: Gerald R. Etesse, Director of Pupil Services, F. Donald Myers VO-TEC Center, Henning Rd., Saratoga Springs, NY 12860

Participants: handicapped students, mostly educable mentally retarded or emotionally handicapped, some hearing impaired; age range is 15 to 21 years of age; 30 students will be served

Significant Features

This career employment experience program provides a school to employment program through supervised employment and career counseling, occupational information and other labor market information. Students' participation includes vocational assessment and evaluation. The 8% funds provide for a teaching aide whose responsibilities include working with the BOCES Occupational Education teachers in identifying, training and placing students in work related experiences at the VO-TEC Center satellite locations. The aide is responsible for coordinating the students' employment experiences with the instructor and the instructor's classroom training responsibility. The aide works with the student and instructor in assisting the student to overcome any and all encountered difficulties. The BOCES social workers, guidance personnel, psychologist, and administration supply support and assistance to the teaching aide. Primary placement of program completers is the Service Delivery Area's on-the-job training programs or in unsubsidized direct employment. Other avenues regarding placement of completers include the Association for Retarded Citizens, Vocational Rehabilitation and related agencies. The program aims to develop coordinated involvement with agencies such as the Office of Vocational Rehabilitation and the Association of Retarded Citizens as well as to develop transfer procedures to other Employment and Training Act activities.

SCHOOL TO WORK TRANSITION

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Board of Cooperative Educational Services, Wayne-Finger Lakes, 3501 County Rd. 20, Stanley, NY 14561

Focus: try-out employment, skill training, and pre-employment training

Information Contact: Thomas R. Scudamore, Assistant Superintendent, Wayne-Finger Lakes BOCES, 3501 County Rd. 20, Stanley, NY 14561

Participants: handicapped youth - mildly mentally retarded or learning disabled

Significant Features

This program is designed to provide participants with try-out employment opportunities. The skill instruction component is offered by the vocational centers located throughout the BOCES area. Students accepted into the program are currently enrolled in occupational education at these centers. Those students selected are nearing completion of their vocational training. In addition to the try-out employment and skill instruction components, participants are provided pre-employment training.

SCHOOL TO WORK TRANSITION PROGRAM

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Erie/Cattaraugus #2 BOCES, 4071 Hardt Rd., Eden, NY 14057

Focus: career information, assessment, employability skills, work experience and job placement

Information Contact: Sheila Marie Irzcinka, Coordinator-School to Work Transition Program, or Donald Grasso, Director of Occupational Education, BOCES #2, 4071 Hardt Rd., Eden, NY 14057

Participants: handicapped youth: learning disabled, mentally retarded, physically handicapped, and emotionally disturbed

Significant Features

Activities available to program participants include use and interpretation of career information, development of job search skills, and employment interviews and follow-up procedures. Personal and social skills are related to appropriate job attitudes and work habits. A computerized interest survey is used to assess student's interest and career choice. Participants leave the program with an employer packet, resume, performance profile of vocational skills and a letter of introduction. Additional program services and activities available to participants include job placement, work experience, internship opportunities, work preparatory seminars and field trips. This program is offered at two vocational schools.

SECONDARY SCHOOLS: TITLE IIB SUMMER PROGRAMMING

BOOST (BROADENING OCCUPATIONAL OPPORTUNITIES THROUGH SUMMER TRAINING)

Scope: Local Level

Location: Wisconsin

Funding Source: SDA Title IIB

Grant Recipient: Lake Mills Area Schools

Focus: in-class preparation for employment/voc. skills training, and work experience

Information Contact: Dr. Donna Thomas, Lake Mills High School, 615 Catlin Dr., Lake Mills, WI 53551

Participants: 14-18 yr. olds; 50% of 40 participating students are handicapped

Significant Features

Goal One: develop...student pre-employment knowledge about survey level job specific technical skill competencies in areas of technology with emerging employment and/or career opportunities.

Goal Two: to develop as work exploration and training a wide range of student work maturity and basic education...competencies in a private or public sector work setting.

Technology areas covered include: computers, communications/graphic arts, communications/audio-visual, plastics, robotics, electronics, and service occupations. The classroom component runs for 2 hours per day, 4 days per week, for six weeks. The work experience component runs for 6 hours per day, four days per week, for seven weeks.

YOUTH SPECIAL NEEDS

Scope: Local Level

Location: Wisconsin

Funding Source: SDA Title IIB

Grant Recipient: Cooperative Educational Services Agency #17

Focus: employment skill training

Information Contact: Norma Thompson, CESA 17, 4243 E. Rotamer Rd., Janesville, WI 53545

Participants: 18-21 year old developmentally disabled youth who are graduates of area high schools

Significant Features

These youth must be in need of further [post high school] training and support services in order to obtain unsubsidized employment. They learn entry level job skills for positions such as: dishwasher, food preparation worker, bus person, motel maid, porter, laundry worker, and janitorial worker.

WAUNAKEE YOUTH WORK PARTNERSHIP PROGRAM

Scope: Local Level

Funding Source: SDA Title IIB

Focus: work experience

Participants: 21 in-school youth, 50% of whom are handicapped ages 14-19

Location: Wisconsin

Grant Recipient: Waunakee Community Schools

Information Contact: Barb Hagens or Mary Vogel, Waunakee Community Schools, School Drive, Waunakee, WI 53597

Significant Features

This work experience program provides meaningful employment to disadvantaged and handicapped youth that reinforces the vocational education curriculum. In order to promote successful participation, a seminar providing basic skills instruction, work behavior counseling, and specific job skill training operates concurrently with the work experience component.

Sites are developed with multi-faceted organizations.... These sites provide up to 7 job slots in various occupational areas. With the numerous slots in one setting, a supervisor is assigned to each setting. Participants are additionally required to attend a seminar for 4 hours a week. Instruction in job seeking and keeping as well as ongoing counseling regarding current performance is provided. Yahara Center and St. Benedicts Center, both retreat centers in the Waunakee area, have expressed interest in this partnership. Emphasis on continual monitoring of performance and ongoing goal setting requires a low supervisor/participant ratio.

OCCUPATIONAL EDUCATION SUMMER SCHOOL

Scope: Local Level

Funding Source: Vocational Education, SDA Title IIB

Focus: vocational classroom training shops and basic prevocational skills

Participants: learning disabled, mentally retarded. and physically impaired students--as a percent of total participants

Location: New York

Grant Recipient: Rochester City School District

Information Contact: Edgar Hollwedel, Supervising Director of Secondary and Continuing Instruction or Donna Phillips, City School District, 131 W. Brood St., Rochester, NY 14608

Significant Features

The Occupational Education Summer School program is a joint effort of Vocational Education Act and Job Training Partnership Act funds. This multi-occupational secondary program offers 14-20 year old students daily sessions in one of 14 different vocational classroom training shops: auto body, auto mechanics, computer operations, construction trades, cosmetology, fashion careers, horticulture, machine trades, multi-occupations, office skills, offset printing, plumbing, service station, and welding, etc. Handicapped students are either mainstreamed into specific shop areas or instructed in a multi-occupational education course, depending on their abilities and needs. Instruction in the shops includes presentation of theory and hands-on experience. The multi-occupational course specific to special needs students includes instruction in basic pre-vocational skills and hands-on experience in repairing classroom and office furniture. Shop classes meet for 2 hours and 15 minutes per day.

VOCATIONAL EXPLORATION/EXPERIENCE PROGRAM (VEEP)

Scope: Local Level

Location: Wisconsin

Funding Source: SDA Title IIB

Grant Recipient: WI School for the Visually Handicapped

Focus: vocational evaluation, exploration, and experience

Information Contact: Robert Arndt, WI School for the Visually Handicapped, 1700 W. State St., Janesville, WI 53545

Participants: 16-21 year old legally visually handicapped youth

Significant Features

This on-campus summer program provides five weeks of comprehensive training, including vocational evaluation, vocational exploration and work experience. Intensive orientation and mobility training is provided. On-site field trips to representative businesses providing possible and potential employment opportunities for visually impaired workers will be a part of this program. The youth gain an understanding of vocational implications of a handicapping condition and an understanding of his/her own strengths and weaknesses.

TARGETED HANDICAPPED YOUTH

Scope: Local Level

Location: Wisconsin

Funding Source: SDA Title IIB

Grant Recipient: Cooperative Educational Services Agency #17

Focus: vocational exploration and work experience

Information Contact: Quint Studer, CESA 17, 4243 E. Rotamer Rd., Janesville, WI 53545

Participants: 14-21 yr. old youth who are moderately to severely mentally retarded

Significant Features

This program is targeted for moderately to severely mentally retarded youth. These youth participate in components which include vocational exploration and work experience. Individualized instruction is based on each student's needs in the areas of occupational preparation, daily living, personal/social skills and academics. Youth acquire and maintain skills essential to appropriate job-keeping performance in the community.

SUMMER EXPERIENCES FOR HANDICAPPED YOUTH

Scope: Three County Area

Location: Indiana

Funding Source: SDA Title IIB

Grant Recipient: Gibson-Pike-Warrick Special Education Cooperative

Focus: vocational training, work experience

Information Contact: James R. Goodnight, Director of Business Affairs, Gibson-Pike-Warrick Special Education Cooperative, 529 N. Clay St., Oakland City, IN 47660

Participants: fifteen handicapped high school aged youth

Significant Features

This eight week four hour per day program emphasizes vocational training experiences in an industrial laboratory. The vocational training is accomplished by selected hands-on work experiences which coordinate the student, the handicap, and the job to be completed. Industrial tours and career awareness are included. Worksites include maintenance and painting, fish and game area and state forest. The primary goals of the program are to improve self-image and attitudes toward learning and labor, develop work related skills, initiate occupational interests and increase employability.

SECONDARY SCHOOLS: COMBINATION TITLE IIA AND TITLE IIB

"WORKABILITY" HANDICAPPED JOB PLACEMENT PROJECT

Scope: Local Level

Location: California

Funding Source: Employment Development Department, Rehabilitation Department, Local School District, SDA Title IIA and IIB

Grant Recipient: Riverside Co. Superintendent of Schools

Information Contact: John Grisafe, Coordinator of Career/Vocational Education, Div. of Special Schools and Services, Office of the Riverside County Superintendent of Schools, P.O. Box 868, Riverside, CA 92502

Focus: in-class vocational training, on-the-job training, job tryouts and placement

Participants: in-school handicapped youth

Significant Features

This project uses resources from four agencies: Employment Development Department, Rehabilitation Department, Job Training Partnership Act (local Service Delivery Area), and the school district. The target population is senior special education students from school district and county programs. The goal is unsubsidized job placement.

The schools are responsible for vocational assessment and vocational training. As the students turn 18 or are leaving the school system, the school refers them to the Rehabilitation Department. After completing their intake procedure, placement in the private sector is made through EDD. JTPA provides funds to subsidize the salaries of students placed in on-the-job training. The JTPA funds also make job tryouts possible. The school also has a cooperative agreement with the county JTPA office which facilitates intake and support services for project participants.

Many handicapped students who are juniors in high school are now (5/11/84) in the process of applying for summer work experience. Funding for these placements is provided by JTPA.

SCHOOL-COMMUNITY TRAINING PROGRAM

Scope: Local Level

Location: Wyoming

Funding Source: Local school district, Job Service (SDA, Title IIA, Title IIB, and TJTC) and the Division of Vocational Rehabilitation

Grant Recipient: Albany County School District #1 and employers who provide OJT to students.

Information Contact: Berger Anderson, Director Laramie Senior High School, 1275 N. 11th St., Laramie, WY 82070

Focus: pre-vocational preparation, career exploration, on-the-job vocational preparation, counseling and assessment, and follow-up

Participants: learning disabled, social/emotionally handicapped, educable mentally retarded, hearing impaired, speech impaired, and visually impaired

Significant Features

The School-Community Training Program is designed specifically to meet the vocational needs of handicapped high school students. The program aims to prepare these students to obtain full time employment based upon their abilities and interests. Handicapped high school students are referred to the program by the Child Study Committee and progress through the continuum of prevocational skill development, career exploration, and vocational preparation. A computer with specially adapted programs provides assistance in curriculum management, the development of individualized, student training plans and in assessing and utilizing community resources. Students use the computer in writing resumes, completing money management exercises, simulating business operations and pursuing other prevocational skill development exercises. The career exploration and vocational preparation components are conducted in the community. Students are placed at on-the-job training sites after they successfully explore that career area. Training site placements are determined jointly by the student, the community supervisor and the School Community

Training Program Coordinator. Students are paid for their on-the-job training through the JTPA funds, Vocational Rehabilitation funds or their employer. They receive credit toward graduation for their time spent on the training site. Students who have been involved with the program during the school year will be eligible for summer employment in the public sector through the JTPA funds.

JOB TRAINING COURSE

Scope: Six Senior High Schools (Consortium)

Location: North Carolina

Funding Source: SDA Title IIA, Title IIB

Grant Recipient: Cumberland County School System

Focus: employability skills, simulated work experience, on-the-job training

Information Contact: R. Tatum or Peggy Reaves, Westover Senior High School, 277 Bonanza Dr., Fayetteville, NC 28303

Participants: 210 mentally, learning and emotionally handicapped students in regular year. 200 of the 360 summer youth program students are handicapped.

Significant Features

The purpose of the program is to develop employability skills and to provide simulated work experiences and/or on-the-job training to allow students to try out skills acquired through classroom instruction. Existing vocational labs are used. The program serves handicapped students who have had extensive evaluations with specialized Individualized Education Plans. Students are prepared for employment in the private sector when appropriate work sites can be secured and students are ready to enter the work force. Course content includes securing and keeping employment, employment selection and planning, employment related information, personal and social development, independent living, communication, computations, work simulation and implementing postsecondary plans.

The summer youth program is designed to strengthen the employability skills taught during the regular school year. Summer program additional features include placement based on assessment data, concentrated orientation for jobs to be performed, supervision by school personnel and supportive services of a trained professional.

YOUTH EMPLOYABILITY SERVICES

Scope: Local Level

Location: Wisconsin

Funding Source: SDA Title IIA and TITLE IIB Summer Youth

Grant Recipient: Handicapped Childrens Education Board, 326 River Dr., Wausau, WI 54401

Focus: work experience, job preparation

Information Contact: Wilbur Kalinke, Administrator, Marathon County Department of Special Education, 326 River Dr., Wausau, WI 54401

Participants: 119 school aged youth - 47 students have mental, learning or emotional handicaps

Significant Features

Employers have signed agreements with 12 schools to provide on-the-job work experience training for one to two hours per day. Job shadowing and site visits are also provided. All 12 schools provide credit when the work experience is linked to pre-employment and job survival classroom training. Training needs are identified through the enrollment assessment process which provides direction for the job counselor in locating an employer who can provide a match. Classroom training includes appearance, applications, forms, interviews, listening, following directions, courtesy, promptness, and attendance. The project helps teachers to take a new look at handicapped youth and the new partnerships have improved the relationship between schools and employers.

The project continues in the summer under Title IIB funds and students are encouraged to continue their training during the summer months.

SPECIAL VOCATIONAL PROGRAMS

Scope: Local Level

Funding Source: SDA Title IIA, Voc. Rehab.

Focus: Special Vocational Programs

Participants: 10 youth and adults with severe disabilities (mental retardation, emotional disturbance, deafness, and multiple handicaps)

Location: Kentucky

Grant Recipient: Northern Kentucky State Vocational-Technical School

Information Contact: Dale Meyer, Northern Kentucky State Vocational-Technical School, Amsterdam Rd., Covington, KY 41011

Significant Features

Phase 1 (Initial Training, 3-6 months)

8:00 - 11:15 classroom instruction
12:15 - 2:15 unpaid work program

This schedule is five days per week. Each student will have an individual educational program developed which will give specific vocational objectives and training goals. Progress reports will be given at regularly scheduled meetings.... During the work experience portion of the program, students will be evaluated by both the job trainer and the employer from the community.

Phase 2 (Intermediate Training, approximately 3 months)

8:00 - 4:00 p.m. (Approximate) work experience in the community

Phase 3

Placement in competitive employment with followup services provided.

Because training will be individualized, length of training will vary. The maximum length of time will be one year. Maximum training hours: 1,690.

The students will receive support services through the Bureau of Vocational Rehabilitation. BVR will provide the cost of tuition, books and supplies, uniforms, transportation and child care.

BUSINESS SECTOR WORK EXPERIENCE FOR PHYSICALLY DISABLED STUDENTS IN THE CITY UNIVERSITY SYSTEM

Scope: Local Level

Funding Source: Title IIA 8% Education Coordination Grants

Focus: assessment counseling, job-seeking skills, and job placement

Participants: physically disabled, i.e., orthopedic, visual, and hearing impaired - at least 16 years of age and enrolled in college; estimated 25 students to be served

Location: New York

Grant Recipient: Hunter College, Research Foundation of CUNY, 695 Park Ave., New York, NY 10021

Information Contact: Professor Gloria F. Wolinsky, Hunter College, Dept. of Educational Foundations, Box 1725, 695 Park Ave., New York, NY 10021

Significant Features

Students accepted into the program will be trained in job seeking skills which include individual assessment, job counseling, job seeking skills, resume construction and interview preparation. The program links with corporate employment interviewers for input in order to develop a level of job preparedness acceptable to the market-place. Additional program activities relate to job development, placement and follow-up in the business community. Job placement is based on students' vocational interests and reflects the vocational education co-operative education model. Employers pay student salary on the job, with academic credit earned for work performance. An additional program component offers students seminars on 1) life skills (budgeting, banking, etc); and 2) career development/occupational information. These seminars are conducted

by representatives of business-industry and the community. Seminars for college faculty address faculty expectations of disabled students and problem-solving techniques. Emphasis is given to enhancement of the faculty's awareness of the career potential of disabled students through the use of the corporate model of integrating disabled employees.

CUSTODIAL SERVICES

Scope: Local Level

Funding Source: Title IIA 8% Education Coordination Grants

Focus: training for employment as custodial aides

Participants: twenty handicapped adults

Location: Iowa

Grant Recipient: Northwest Iowa Technical College

Information Contact: Wayne Reed, Director, Adult and Continuing Education, Northwest Iowa Technical College, Highway 18 West, Sheldon, IA 51201

Significant Features

The custodial training program provides basic custodial instruction to 20 residents of Handicap Village and clients of the Northwest Iowa Work Activity Center. All clients will develop competencies in the custodial aide program to handle work requirements in a sheltered workshop setting. Instruction in safety, basic work procedures, housekeeping, office and classroom cleaning, personal hygiene and job exposure are provided. The 21 week course provides four hours of instruction and 30 hours of practicum per week. All clients will develop competencies. Measurable goals include increasing earning capacity and the level of semi-independent employment, raising the Department of Labor levels of output and expanding individual ranges of work experience.

DISLOCATED WORKERS WHO ARE NEWLY HANDICAPPED

Scope: Local Level, statewide and regional implications

Funding Source: Title IIA 8% Education Coordination Grants

Focus: evaluation centers in community colleges and vocational technical centers, and local Private Industry Council involvement

Participants: dislocated workers newly handicapped through injury on the job or from illness forcing worker to abandon present employment

Location: Florida

Grant Recipient: Florida Junior College at Jacksonville, 501 W. State St., Jacksonville, FL 32202

Information Contact: Jeffrey G. Oliver, Florida Junior College at Jacksonville, 4501 Copper Rd., Jacksonville, FL 32218

Significant Features

The project is designed to develop a model evaluation program joining community colleges and local PICs in partnerships which provide assistance to dislocated workers newly handicapped. A planning committee representative of relevant agencies directs the activities of the planning project. These agencies include: Governor's Council on Handicapped Concerns, Council of Community College Presidents, Department of Labor, Division of Vocational Education, Office of Vocational Rehabilitation, Department of Transportation, Office of the Insurance Commissioner and Private Industry Councils (Two Executive Directors). The model being planned includes validated methods for evaluating life experiences and suggested procedures for informing career and personal counseling to channel a client's future career activity into the most productive and efficient paths. This model program will allow community colleges in cooperation with their local PICs to operate evaluation centers for displaced handicapped workers and to identify potential funding sources to sustain an appropriate level of financial support. In addition, there will be guidelines for community colleges to develop job training programs and provide academic credit, whenever feasible, to meet the needs of local industry and the capabilities of newly disabled workers.

JTPA WORK SERVICES PLANNING GRANT

Scope: Local Level - statewide/regional implications

Location: Florida

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: Florida Junior College at Jacksonville, 501 W. State St., Jacksonville, FL 32202

Focus: planning model to create a work service program

Information Contact: Jeffrey G. Oliver, Director, Programs for the Handicapped, Florida Junior College at Jacksonville, 4501 Copper Rd., Jacksonville, FL 32218

Participants: disabled students at the post-secondary level

Significant Features

The project is designed to plan and develop a model work service program for disabled students at the postsecondary level. More specifically, this planning project would address the process of creating on-the-job work experience opportunities for disabled students within a postsecondary institution. The on-the-job work experience is intended to be part of the disabled students job readiness training that leads to competitive employment. The proposed model program will combine elements of the high school Junior Achievement Program and elements from the traditional sheltered workshop concept. The model program's development will be aided by an Advisory Council comprised of representatives from the Office of Vocational Rehabilitation, Governor's Council on Handicapped Concerns, Division of Blind Services, Employment Service, Private Industry Council, Florida Junior College Foundation's Institute for Private Enterprise, Chamber of Commerce and SBA/Score. Project staff in conjunction with these representatives will address the issues involved in a work service plan from which they will create the model program. Elements of the model program will include staffing patterns, facility recommendations, marketing strategies, program procedures, and operational policies, courses, and funding strategies, including revenue and expenditure projections. Potential sites to implement the model program include community colleges or vocational technical centers in Florida or the nation.

COMMUNITY BASED ORGANIZATIONS: TITLE IIA PROGRAMMING

SKILL TRAINING AND PLACEMENT

Scope: Local Level

Location: Kentucky

Funding Source: SDA Title IIA, Vocational Rehab.

Grant Recipient: BAWAC, Inc.

Focus: on-the-job training

Information Contact: Kenneth R. Schmidt, BAWAC, Inc., 7970 Kentucky Dr., Florence, KY 41042 or Janet Pearson, Dist. Mgr., Bureau of Rehabilitation Services, 7730 U.S. 42, Florence, KY 41042

Participants: 20 youth and adults with severe disabilities

Significant Features

This project is designed to train 20 severely handicapped persons in industry through on-the-job training.... vocational evauation, job development, job survival skills training and follow-up are integral part of the program. Objectives include:

1. developing training sites in private industry
2. training clients to industry criteria on entry level jobs
3. providing the "missing link" in the present service delivery system [an on-site trainer who could also provide support to more severely handicapped clients initially on the job]
4. providing job development for the handicapped by working with private industry to re-engineer jobs and increase personnels' awareness and acceptance of the handicapped
5. providing support services necessary to enable clients to maintain jobs

Each trainee is expected to be involved either on the job site or in required classroom training for not less than 8 hours per day, five days per week.

Bureau of Vocational Rehabilitation counselors refer certified clients to BAWAC. BVR purchase vocational evaluation and adjustment services from BAWAC for the JTPA participants at no cost to JTPA.

Up to 50% of the on-the-job training wages paid to the clients will be reimbursed by BVR to the employers.

OPERATION FRESH START

Scope: Local Level

Location: Wisconsin

Funding Source: SDA Title IIA

Grant Recipient: Operation Fresh Start (Community Based Organization)

Focus: pre-vocational skill training, and employer-based job skill training

Information Contact: Dane Co. Private Industry Council, 1245 E. Washington Ave., Suite 86, Madison, WI 53703

Participants: 48 handicapped -- 40% of 120 participants

Significant Features

This project uses a two step training process. In step one, participants receive intake, assessment, employability development planning, work training, basic education skills, basic life skills, vocational and career directions, and appropriate counseling. Upon completion, participants move into step two, which provides employer-based training for specific technical skills acquisition and/or job placement. The project uses an in-house work skill development program via rehabilitation of blighted houses in combination with employer based training provided by private sector businesses.

CULINARY ARTS/FOOD SERVICE TRAINING

Scope: Local Level

Location: Utah

Funding Source: SDA Title IIA

Grant Recipient: Columbus Community Center

Focus: classroom and on-the-job training

Information Contact: Bo Hall, Special Vocational Services, 431 South 600 East, Salt Lake City, UT 84102

Participants: 22 handicapped individuals ages 16-21

Significant Features

Training consists of three major parts (60 hours minimum per person): state approved food handler's course, actual skill training in culinary arts, and a variety of employment services. Instruction in the food handler's course includes: foodborne diseases, storage and display of food, safe serving methods, keeping things clean and personal hygiene. Participants who complete this component should pass the State Food Handler's Test.

Instructors will also provide industry based skills training leading to specific skill competencies. Participants will be able to demonstrate competency in a number of basic cleaning and maintenance skills: bussing, scraping and loading dishes, operating automatic dishwashers, maintaining a safe working environment, using chemicals found in the food service industry, etc. Participants will be exposed to specific job skills, including waiter/waitress skills, understanding weights, grill work, beverage person, soup skills, sauce skills, measuring skills, recipe interpretation, garnish skills, grill, steamer, fryer, etc.

Participants will receive a variety of employment services, including instruction in filling out employment applications, calling for job leads, and job interview skills. Program completers will be provided assistance in the job search process and followup will be conducted monthly for the duration of the contract.

EMPLOYMENT SERVICES FOR THE HANDICAPPED

Scope: Local Level

Location: Idaho

Funding Source: SDA Title IIA

Grant Recipient: Transitional Employment Services for the Handicapped, 3707 Industrial Park, Coeur d'Alene, ID 83814

Focus: job counseling, placement, adjustment

Participants: individuals with physical handicaps

Information Contact: Don Barron, TESH, 3707 Industrial Park, Coeur d'Alene, ID 83814

Significant Features

This is an outreach, job counseling, job placement and job adjustment support project designed to serve approximately 20 physically handicapped people in the Benewah, Shoshone and Kootenai counties.

SCHOOL TO WORK TRANSITIONAL PROGRAM

Scope: Local Level

Location: New York

Funding Source: Title IIA 8% Education Coordination Grants

Grant Recipient: United Cerebral Palsy of New York City, 122 E. 23rd St., New York, NY 10010

Focus: vocational training and basic work behaviors

Participants: handicapped youth ages 16 to 21 currently in high school or recently graduated. Disabilities include: Cerebral Palsy, visual, hearing, or speech impairment, learning disability - I.Q.'s 90 or above with 9th grade level Math and Reading skills

Information Contact: Douglas E. Green, Director of Vocational Services, United Cerebral Palsy of New York City, Inc., Brooklyn Vocational Center, 622 Foster Ave., Brooklyn, NY 11230

Significant Features

Clients are offered vocational training and employment training through the program. The program offerings include classes to develop: 1) basic clerical skills with an emphasis on students' developing the ability to type 50 words per minute; 2) word processing skills through the use of microcomputers and appropriate software; and 3) basic work behaviors that address the areas of appropriate grooming, hygiene, dress and social skills related to employment. This community based organization provides support services as needed by each individual through the following professionals: psychologist, social worker, speech pathologist, occupational therapist, vocational evaluator, vocational rehabilitation counselor, registered nurse and job developer.

ARC ON-THE-JOB TRAINING PROJECT

Scope: Local Level

Location: Iowa

Funding Source: SDA Title IIA

Grant Recipient: Association for Retarded Citizens of the United States

Focus: job development and on-the-job training

Participants: 25 individuals who are mentally retarded

Information Contact: Association for Retarded Citizens, OJT Project, Iowa Comprehensive Manpower Services, 1216 High St., Des Moines, IA 50319

Significant Features

This is a formal financial agreement between Iowa Comprehensive Manpower Services Inc. (ICMS) (SDA #11) and ARC. The ARC job developer works with retarded individuals regarding intake, enrollment, job placement and followup. The job developer also develops additional on-the-job slots on an ongoing basis. In addition to reimbursement of specified expenses, ICMS provides the job developer with office space, telephone service, supplies (including photo-copies) at no cost to ARC.

VOCATIONAL REHABILITATION: LOCAL SDA PROGRAMMING

ON-THE-JOB TRAINING/WORK EXPERIENCE SLOTS

Scope: Local Level

Location: Georgia

Funding Source: SDA Title IIA

Grant Recipient: various

Focus: on-the-job training/ work experience

Information Contact: Division of Rehabilitation Services, 420 Mall Blvd., P.O. Box 14350, Savannah, GA

Participants: individuals with various handicapping conditions

Significant Features

The administrative agency [for the JTPA] has provided the local office of vocational rehabilitation with as many on-the-job training and work experience slots as needed. These slots are set aside for use by vocational rehabilitation clients.

REFERRAL PROCESS

Scope: Local Level

Location: Oregon

Funding Source: SDA Title IIA

Information Contact: Vocational Rehabilitation Division, 201 W. Main, Suite 2A, Medford, OR 97501

Focus: referral to JTPA funded programs

Participants: individuals with various handicaps who are clients of Oregon Human Resources Dept. divisions, including voc. rehabilitation

Significant Features

The vocational rehabilitation division is acting as the point referral for all handicapped citizens to JTPA funded programs in this region. Vocational Rehabilitation coordinates the referral efforts of all the Human Resources Department divisions so that JTPA program providers can essentially look to Vocational Rehabilitation as its primary source of referrals of the handicapped. VR will evaluate all of these referrals prior to any assignments to JTPA programs so that the JTPA staff will have in hand pertinent diagnostic data as each referral arrives from the vocational rehabilitation division.

ASSESSMENT PROCESS

Scope: Local Level

Location: Illinois

Funding Source: SDA Title IIA Voc. Rehab., community college, Rehab. Facility

Grant Recipient: Central Illinois Vocational Assessment Center

Information Contact: Central Illinois Vocational Assessment Center, 308 N. Water St., Decatur, IL 62523

Focus: vocational assessment

Participants: individuals with handicaps or other employment barriers

Significant Features

A consortium was formed by the Dept. of Rehabilitation Services, Macon Co. Rehab. Facilities, Inc., Richland Community College, and SDA #19. They cofund the assessment center ($100,000 total). A key assessment component is a microcomputer screening system, which will shorten the time clients usually spend in evaluation. The Center can assess about 1,000 persons per year. Assessment services will be marketed to non consortium members (eg. schools, businesses) on a fee for service basis.

NORTHERN NEVADA VOCATIONAL SKILLS TRAINING PROJECT

Scope: Local/Regional (1 large SDA)

Location: Nevada

Funding Source: SDA, 8% Education Coordination Grants

Grant Recipient: Nevada Dept. of Human Resources, Rehabilitation Division

Focus: classroom based vocational skill training

Information Contact: JTPA Liaison, Dept. of Human Resources, Rehabilitation Division, 505 E. King St., Rm. 502, Carson City, NV 89710

Participants: 70 individuals with handicaps, who are VR clients

Significant Features

The Rehabilitation Division contracts with vocational, trade or other technical schools to prepare 70 vocational rehabilitation clients (handicapped persons) for occupations commensurate with their aptitudes and abilities, through classroom [based] specialized training. JTPA funds for the schooling will be matched by state supportive service monies to include, but not be limited to: diagnostics and evaluations; job counseling and followup; physical and mental restoration; transportation and maintenance.

HANDS-ON MACHINE OPERATOR TRAINING

Scope: Local Level

Location: Ohio

Funding Source: SDA Title IIA

Grant Recipient: Quadco Rehabilitation Center and its two divisions, Northwest Products and Northwest Counseling and Job Placement

Focus: machine operations and food service training with an emphasis on acceptable work behavior

Information Contact: Alonna J. Gautsche, Project Coordinator, Northwest Counseling and Job Placement Center, 1105 Ralston Ave., Defiance, OH 43512

Participants: adults and youth over 18 referred by Vocational Rehabilitation, Bureau of Visually Impaired, employers, probation officers, Welfare Dept. work study coordinators and mental health boards

Significant Features

Primary training for the participants takes place in a working factory and a commercially equipped kitchen and is designed for individuals who learn most effectively through hands-on training in an industrial setting. The training situation is designed to be as realistic as possible, with an eight hour training day, punching a time clock and trainers who are called foreman. Trainees receive an average of $120 per week based on their production rate. Motivation and work attitudes are emphasized.

A three day secondary training orientation includes: discussions on self-esteem, communication, expectations of employers, budgeting, stress management and introduction to job seeking techniques. Trainees completing primary training are involved in a Job Club until employment is obtained.

An 11 week Summer Youth Training program similar to the regular program is also in operation. Trainees are involved in hands-on training on the production floor 30 hours per week, and 10 hours per week in an academic situation working with measurements, characteristics of wood, safety, job readiness, and Job Club.

VOCATIONAL REHABILITATION: LOCAL LEVEL JTPA AGREEMENTS

LINKAGE AGREEMENT

Scope: Regional (1 large SDA)

Location: Nevada

Focus: Cooperative Agreement (Nov. 22, 1983)

Information Contact: JTPA Liaison, Dept. of Human Resources, Rehabilitation Division, 505 E. King St., Rm. 502, Carson City, NV 89710

Participants: Northern Nevada Job Training Program (NNJTP) and the Bureau for Vocational Rehabilitation (BVR)

Significant Features

This is an agreement between the Bureau for Vocational Rehabilitation (BVR) and the Northern Nevada Job Training Program (NNJTP).

1. NNJTP will:

   a) accept referrals from BVR who are eligible for Job Training services and provide them with appropriate vocational assessment, counseling and employment and training opportunities as afforded other program applicants.

   b) meet at least monthly with the BVR counselors to develop appropriate vocational training and placement, jointly identify and screen approximately 10 potential candidates for enrollment into NNJTP per month, and review status of BVR clients participanting in job training activities.

   c) refer to BVR participants or applicants who may meet BVR eligibility criteria.

   d) coordinate the provision of supportive services, as determined on an individual basis, and the sharing of material and staff resources to mutual clients to maximize participant resources and avoid duplication.

   e) NNJTP will specifically provide the following services:

      i) personnel to participate in staffings of mutual clients

      ii) information concerning mutual clients as requested by BVR, within confidentiality constraints

      iii) job placement services and access to training programs to mutually agreed upon clients.

2. It is also agreed that BVR will provide the following services:

   a) refer appropriate clients to NNJTP who can benefit from training and have a reasonable expectation of engaging in gainful employment

   b) screen all referred clients through an evaluation process which may include interviewing, testing, and work evaluation

   c) for clients who are determined to be eligible, BVR may provide personal guidance and counseling; work adjustment training; vocational training and training supplies; maintenance and transportation when needed by a client for rehabilitation services; selective placement, and followup....

   d) accept referrals from NNJTP to determine whether they meet qualifications for BVR placement

   e) assist in the placement of mutual clients into unsubsidized employment

   f) provide to NNJTP any available and appropriate information regarding referrals which may assist in determining eligibility and suitability for the program or would assist in providing job training services, with the confidentiality of the material exchanged maintained by both parties in accordance with regulations of each agency. However, no case information concerning NNJTP and BVR clients will be re-released without proper authorization as required in NNJTP and BVR confidentiality regulations.

As they arise, other issues will be discussed and a course of action mutually agreed upon.

This cooperative agreement is effective this 22nd day of November, 1983, and is subject to modification by agreement of both parties or unilateral cancellation by either party.

LINKAGE AGREEMENT

Scope: Four County Region

Location: Nevada

Funding Source: A non-financial agreement

Information Contact: Fred P. Ramirez, Executive Director, Southern Nevada Employment and Training Program, 401 S. Third St., Las Vegas, NV 89101

Focus: to insure that the Sourthern Nevada Employment and Training Program and Vocational Rehabilitation work together for betterment of the handicapped.

Participants: Southern Nevada Employment and Training Program (SNETP) and the Bureau of Vocational Rehabilitation (BUREAU)

Significant Features

The SNETP and the BUREAU have recognized a need for and are mutually interested in providing improved rehabilitation services to disabled citizens in Southern Nevada. The SNETP provides job training and employment services under the Job Training Partnership Act. Both the SNETP and the BUREAU feel that services can be enhanced and efficiency improved by coordinated services, especially for their mutual clients. The purpose of the agreement is to develop and maintain an effective cooperative working relationship between SNETP and the BUREAU.

Under this agreement each agency assumes responsibility for developing improved public understanding for the acceptance of disadvantaged and disabled citizens in the SNETP area, each agency agrees to cooperate with all other relevant agencies and each agency will develop plans for the use of all State and community resources. Liaison persons from each agency are designated to work together to resolve mutual issues.

The agreement delineates areas of cooperation, how information will be exchanged and how the organization and financing of the SNETP counselor assigned to the BUREAU will be handled.

INFORMAL LINKAGE AGREEMENT

Scope: Local Level

Location: California

Focus: to establish a systematic liaison between vocational rehabilitation and JTPA program providers at the local level

Information Contact: Robert Mathews, District Administrator, Dept. of Rehabilitation, Pleasant Hill District Office, 2285 Morello Ave., Pleasant Hill, CA

Participants: Vocational Rehabilitation and JTPA funded staff

Significant Features

Establishing systematic liaison between vocational rehabilitation and program providers funded through the JTPA: "In each instance where there are mainstream JTPA funded programs taking referrals from the community, we have a rehabilitation counselor assigned for liaison. The contractors...have generally reciprocated so there is enhanced communication at the counselor working level with each of these organizations. This allows for selective referrals and supportive networking in both directions and results in improved access for the handicapped." (Letter from information contact 3-9-84)

VOCATIONAL REHABILITATION: STATEWIDE JTPA PROGRAMMING

ASSESSMENT SERVICES

Scope: Statewide

Location: South Carolina

Funding Source: Governor's Office, Division of Employment and Training, Title IIA

Grant Recipient: Vocational Rehabilitation Department

Focus: vocational assessment

Participants: individuals with various handicaps

Information Contact: Vince Rhodes, Division Supervisor, Statewide Prog. and Facilities, Rehabilitation Dept., 3600 Forest Dr., P.O. Box 4945, Columbia, SC 29240

Significant Features

Vocational Rehabilitation receives JTPA funds to provide comprehensive vocational assessment services to JTPA enrollees statewide. JTPA applicants remain in assessment up to four days each. The evaluator completes a 2 page Assessment Summary on each applicant referred for assessment. The evaluator also chairs weekly Assessment Disposition Team Meetings. Other members represent technical colleges, state employment services, and community based organizations. The team develops a plan of services, and tracks each person enrolled in a JTPA program throughout his/her involvement in that program. Monthly progress reports received by the evaluator facilitate this monitoring and enable revisions in the program, if needed.

JOB CLUB PROGRAM

Scope: Statewide

Location: West Virginia

Funding Source: JTPA Title IIA (adult), IIA (youth), 6% coord./linkage

Grant Recipient: West Virginia Division of Vocational Rehabilitation

Focus: job seeking skills and job search activities

Participants: individuals with various disabilities

Information Contact: Sandra Ashley, State Board of Vocational Education. Division of Vocational Rehabilitation, State Capitol Bldg., Charleston, WV 25305

Significant Features

Job Club consists of a structured curriculum designed to facilitate self-directed job search activities. This is an extension of job seeking skills and also requires actual job hunting and a contract of commitment by the client.

The program is operated according to a structured curriculum. The Job Club Instructor trains a group (6-8) of clients for two weeks, five hours per day. This program consists of teaching specific job search skills combined with role-playing, group exercise/processing and counseling and guidance. A client may continue to participate as part of a group after the two week course until he or she secures employment.

All Job Club participants must be certified by Employment Security prior to enrollment in the Job Club. The local ES office will determine eligibility. If the client does not meet the JTPA criteria, he/she cannot enroll in the Job Club.

Referrals will primarily come from the status 20 cases within the District. Clients must be job-ready, able to communicate orally (or through an interpreter) and in writing and would benefit from a group process.

Initially the majority of the referrals will be adult VR clients, however, toward the end of the project year (April-June), a large percentage of participants should be school referrals.

Each Job Club participant should have Job Club identified as a service on their IWRP. In addition, the client will sign a Job Club contract and will have an employability plan developed by Employment Security.

The Employment and Training Division of the Governor's Office of Economic and Community Development and the Monitoring Committee of the West Virginia Private Industry Council will evaluate the progress and success of this program. On-site visits will be made by them, as well as by the Chief, Industrial Relations and Chief, School Services.

A statistical evaluation will be made at year end (June '84) and continued funding will be based on the accomplishment of those goals outlined in the Project Contract.

TECHNICAL ASSISTANCE TO JTPA PROGRAMS AND FACILITIES

Scope: Statewide

Location: California

Funding Source: Governor's Discretionary Fund (JTPA 6% monies)

Grant Recipient: Department of Rehabilitation

Focus: increase PIC members' and training agency staff's understanding of disabled persons' abilities/limitations, and techniques to make program accessible

Information Contact: E.V. Stan Quinto, Jr., Dept. of Rehabilitation, 830 K St. Mall, Sacramento, CA 95814

Participants: Private Industry Council members, PIC staff, and program provider staff

Significant Features

A. Statement of Need

The majority of members on the recently formed local PICs are unfamiliar with the special needs and abilities of persons with disabilities. This unfamiliarity also extends to agencies which provide training to JTPA program participants. In order to achieve effective job training programs and placement services for handicapped participants, it is necessary for PIC members and training agencies to understand the limitations and abilities of disabled persons and how all training and services can be made accessible to them.

B. Goals

Improve service delivery and job placement for handicapped persons in JTPA funded programs through training and technical assistance.

Assist JTPA service providers to improve training and employment services to disabled persons and to improve SDA performance in placing persons with disabilities into jobs.

Encourage coordination among service providers, local and state department offices and other community based organizations to reduce the total cost of employment and training services.

C. Program Methodology

1. The Department of Rehabilitation experience within the JTPA program has demonstrated the need to assist service providers in:
   a) identifying handicapped program applicants.
   b) developing systems for JTPA participant referrals to support agencies.
   c) assuring that training and job sites are physically accessible to persons with disabilities.
   d) establishing ongoing program coordination with local service providers, government support agencies and community based organizations.

2. The Department of Rehabilitation will meet needs as follows:
   a) A department of Rehabilitation coordinator will develop, arrange, and conduct training for PIC members, service providers and other local agencies with a special emphasis on orienting service provider intake staff.
   b) 35 individualized training seminars will be developed and conducted with the assistance and participation of PICs, EDD, JTPA service providers, CBOs and other public agencies in each of 50 service delivery areas. It is planned to combine training seminars for several SDAs where travel and logistics permit, in order to reduce costs and time required.
   c) In addition to providing disability and accessibility awareness training, each one-day seminar (4 to 6 hours) will establish individualized, intake and reciprocal client referral systems to serve handicapped program applicants.
   d) Representatives of community agencies will identify their agency structure, range of services, eligibility criteria, procedures and objectives to encourage coordination between service providers as well as with local government agencies.
   e) Seminar attendees will include PIC members, service provider staff, EDD staff, community college staff and other appropriate community organizations. Attendance will range from 20 to 50 participants for each seminar.

OTHER FEDERALLY SPONSORED EMPLOYMENT PREPARATION PROGRAMS FOR HANDICAPPED INDIVIDUALS

INTRODUCTION

In order to serve handicapped individuals most effectively, a professional educator, counselor, or other service provider must be familiar with a broad range of promising and proven employment preparation programs designed specifically for handicapped persons.

The following section is included in order to acquaint the reader with certain employment preparation programs which were funded by the U.S. Department of Labor (DOL) and/or the U.S. Department of Education, Rehabilitation Services Administration (RSA).

Each DOL effort serves handicapped individuals in the specific locales indicated. To give the reader a clearer picture of these projects, more detailed descriptions of several are provided.

The RSA funded "Projects with Industry" (PWI) also provide employment preparation services to handicapped individuals. A project with industry may be implemented in several sites across the country, or in one or more locations in a specific state or metropolitan area. A brief sketch of the PWI concept is included, as well as descriptions of specific PWIs. In reviewing these summaries, the reader should note that several RSA funded PWIs receive financial support from other sources, including the U.S. Department of Labor, private sources, or Private Industry Councils established to implement the Job Training Partnership Act at the local level.

For additional information about the location and/or focus of PWIs not described in this publication, contact Walter Devins, Department of Education, OSERS, Rehabilitation Services Administration, Mary E. Switzer Bldg., 400 Maryland Ave., S.W., Washington, D.C. 20202 (202) 732-1334.

EMPLOYMENT AND TRAINING PROJECTS FUNDED DIRECTLY BY THE DEPARTMENT OF LABOR

As described in the Employment and Training Reporter (2/22/84, pp. 667-668) the U.S. Department of Labor awarded a total of 6,576,000 to eight organizations to fund 21 month projects. These projects are designed to train and find jobs for handicapped individuals. *The Association for Retarded Citizens,* Arlington, Texas, will enroll 980 mentally handicapped persons in private sector on-the-job training projects in all 50 states.

The Washington, D.C. based *Electronic Industries Foundation's Project with Industry* will place up to 700 handicapped persons on jobs in the electronic industry in California (Los Angeles, San Francisco Bay Area); Massachusetts (Boston); Minnesota (Minneapolis, St. Paul); Illinois (Chicago); Arizona (Phoenix, Tucson); Pennsylvania (Delaware Valley); New Jersey, and Delaware.

The *Epilepsy Foundation of America,* Hanover, MD, will conduct a program in training employment services and job placement tailored to the special needs of 1,500 people with epilepsy in Los Angeles; Washington, D.C.; Miami/Bayamon, P.R.; Atlanta; Portland, Maine; Boston; Portland, OR; Metuchen, NJ; Kansas City, MO; Cleveland; Minneapolis and St. Paul.

Chavez and Associates Institute will assist 250 handicapped persons in the Los Angeles area to be trained in computer sciences, word processing, private investigation, and business and finance, with the assistance of five major corporations involved in in-kind contributions with the placement of the trainees. The California Department of Rehabilitation will determine client eligibility and provide vocational rehabilitation services.

Mainstream, Inc., Washington, D.C., will provide a job development and placement model for handicapped persons to place 1,520 of them in unsubsidized jobs in the Washington, D.C., and Dallas areas.

The *National Association of Rehabilitation Facilities,* Washington, D.C., will provide for on-the-job training in rehabilitation and related facilities for 444 handicapped trainees in Alabama, California, Colorado, Illinois, Indiana, Kansas, Minnesota, Missouri, North Dakota, Ohio, Pennsylvania, Wisconsin and Washington, D.C.

Goodwill Industries of America, Bethesda, MD, is operating an on-the-job training program featuring multi-occupational in-house training to 1,100 physically and emotionally handicapped persons in Charlotte, NC; Cleveland and Toledo, OH; Columbus, GA; Honolulu; Milwaukee; Muskegon, MI; Omaha, ME; Santa Cruz and Santa Rosa, CA; and St. Paul, MN.

The *National Federation of the Blind*, Baltimore, MD, will operate a job bank, matching the qualifications of blind persons seeking work with the needs of employers in federal, state, municipal and the private sectors. It will seek to place about 2,100 blind persons in all 50 states with $420,000 committed by the Labor Department. [Quoted with permission of Manpower Information, Inc., 5/24/84].

EMPLOYMENT AND TRAINING PROJECTS FUNDED DIRECTLY BY THE U.S. DEPT. OF EDUCATION, REHABILITATION, SERVICES ADMINISTRATION: "PROJECTS WITH INDUSTRY"

As described by Walter Devins, a project officer for Projects with Industry in the Division of Special Projects, Rehabilitation Services Administration, in the Jan.-Feb.-March 1984 issue of American Rehabilitation, Projects with Industry have brought a new dimension to the State-Federal Vocational Rehabilitation Program by involving private industry in the rehabilitation process.

A PWI is composed of three essential elements: a linkage to the private sector, a training site, and a source of clients. The advisory council represents the linkage to business/industry; the training site is generally a rehabilitation facility; and the state VR agency certifies the status of clients and their eligibility for services.

The rehabilitation community is charged with providing disabled individuals with training and necessary supportive services. Projects with Industry, as the focus of this movement, have evolved into three slightly different approaches:

- *The Job Placement Model* - through job matching, employment is found for already qualified disabled people.
- *The Work Adjustment Model* - providing temporary, realistic work experiences, and job seeking skills.
- *The Skill Training Model* - offering severely disabled people the opportunity to acquire new technical skills required for jobs available in the labor market.

Under each model or combination, the emphasis on unsubsidized job placement is the primary goal.

In Fiscal Year 1983, the funding for Projects with Industry was $13 million through combined appropriations for the Department of Labor and the Education Department. Program inception started with three projects that now have grown to 98, with more than another 100 operating under other RSA funding. Some projects are national in scope while others have developed networks of several sites to meet the needs of local areas. More than 5,000 companies are involved, ranging from large corporations to small businesses with two or three employees.

EXAMPLES OF DOL AND/OR RSA FUNDED PROJECTS

Scope: National

Information Contact: Jack W. Scott, Director, Projects with Industry, 9200 Wisconsin Ave., Bethesda, MD 20814-3896

Recipient: Goodwill Industries of America, Inc.

Document: Letter from Jack W. Scott, 1/16/84

Significant Features

Goodwill Industries of America has had either a contract or grant with the U.S. Department of Labor to provide training and placement services since 1977. The programs have been funded under the Employment and Training Administration. From 1977 until the passage of the Job Training Partnership Act and its subsequent implementation we were funded under Title III of CETA, Office of National Programs. Presently we are funded under Title IV of JTPA.

With the funds made available by the Labor Department, we have funded between 10 to 16 programs at local Goodwill facilities. These project sites have succeeded in training and placing over 5,000 handicapped people in employment in the private sector since 1977.

Each local program operates under the guidance provided by a recruited business advisory council that is responsible for doing essentially three things: 1) determining employment needs in the local community; 2) developing curricula that will be used to train handicapped people to meet the identified employment need; and 3) assigning the placing of the trainees in employment.

A number of the local projects have working relationships with local PICs. The relationship, however, is generally an informal one. Some local project directors do have membership on the PIC.

Because we are a nationally funded program, our formal relationship with JTPA is on a national level. We operate under the guidance of the law as defined in JTPA in general, and, under Title IV, in particular. We report directly to the Labor Department regarding the implementation and operation of the program. We report our statistics to the Labor Department quarterly. We draw money from Labor, which, passes through the National Goodwill office to our local operating units.

We presently are operating projects in the following cities under JTPA: Charlotte, NC; Cleveland, OH; Columbus, GA; Fort Lauderdale, FL; Honolulu, HI; Milwaukee, WI; Muskegon, MI; Omaha, NE; St. Louis, MO; St. Paul, MN; Santa Cruz and Santa Rosa, CA; and Toledo, OH.

Scope: National

Grant Recipient: Electronic Industries Foundation

Document: Letter from Carol A. Dunlap, 1/16/84

Information Contact: Carol A. Dunlap, National Project Director, Project with Industry, Electronic Industries Foundation, 2001 Eye St., N.W., Washington, D.C. 20006

Significant Features

EIF's Project with Industry is a nationwide program aimed at facilitating employment of disabled persons. Launched in 1977, and supported in part by the U.S. Department of Education and the U.S. Department of Labor, the project includes a network of eight area offices. Each of these area offices is linked with a rehabilitation organization which serves as a local management partner: ADEPT in Los Angeles and San Francisco; Harold Russell Associates in Boston; Multi Resource Centers in Minneapolis; Rehabilitation Association in Phoenix and Tucson; and Magee Rehabilitation Hospital in Philadelphia. The area office in Philadelphia also serves Southern New Jersey and Delaware through its satellite office located in Wilmington, Delaware.

The EIF/PWI area offices are usually staffed by a program director, one or more employment specialists and a secretary. Their mission is to match qualified disabled applicants with job openings. The job matching process takes place in the following way: disabled applicants are referred to the area offices by a wide variety of community organizations, such as state and private rehabilitation programs, vocational schools, hospitals, veterans organizations, etc. At the same time, job openings are referred to the area offices by electronic as well as other participating companies. Openings may include such positions as electronic assembler or technician, engineer, computer programmer or operator, secretary, clerk, bookkeeper, accountant, metal fabricator, and others. When an applicant's qualifications match the requirements of a job opening the area office forwards the applicant's resume to the appropriate company, and if the company is interested in the applicant, and employment interview is scheduled. EIF/PWI employment specialists follow up on each interview to monitor results.

In addition to making the best possible match between job openings and prospective employees, another EIF/PWI goal is to improve overall employment opportunities for disabled persons by:

- providing consultation to employers regarding the use of assistive devices, job modifications, and other accommodations for disabled employees;
- educating employers about attitudinal and architectural barriers faced by disabled individuals in the workplace; and
- informing community organizations and rehabilitation service providers of labor market trends.

Industry leadership makes the program unique and ensures the program's success. A National Advisory Council, composed of industry executives and other prominent individuals, provides advice and counsel at the national level. An Executive Board and an Employment Committee, made up of key people from local companies and community organizations provide direction and support to each area program. In some cases Training Committees have also been formed to develop skill training programs, or modify existing ones, so that disabled individuals are better prepared to enter the competitive labor market.

We presently have no funding relationship with local PICs through JTPA. Our two primary national sources of funding are through the U.S. Department of Education and the U.S. Department of Labor.

Scope: National

Grant Recipient: National Association of Rehabilitation Facilities

Document: Letter and supporting documents from Vivian Datoff 2/23/84

Information Contact: Vivian Datoff, Director, Projects with Industry, National Association of Rehabilitation Facilities, Box 17675, Washington, D.C. 20041

Significant Features

"The National Association of Rehabilitation Facilities does not use JTPA funds to carry out its PWI activities. However, our local projects have been tapping this funding source and many of our local members are participating on Private Industry Councils."

The NARF PWI project is funded jointly through the Rehabilitation Services Administration and in-kind match from the association and NARF members.

The state vocational rehabilitation agencies and the rehabilitation facilities' other program areas provide referrals. Many referrals are generated from the sheltered workshop programs of participating facilities.

The NARF collaborates with rehabilitation facilities in the establishment of skills training, job placement, linkage, and work adjustment models. Onsite consultations, technical assistance, and program management are provided to rehabilitation facilities to develop industrial advisory councils, job placement, skills training and work adjustment PWI programs. Since the project was implemented in 1978 PWI programs have been developed in over 50 rehabilitation centers.

NARF provides rehabilitation facilities with onsite consultation, information dissemination, short-term training, and assistance in program planning and implementation as well as industrial contacts.

Each participating rehabilitation facility establishes an advisory council for the purpose of guidance and direct assistance in job development, curriculum design, program planning, job seeking skills training, marketing, and program evaluation. Most participants adopt a format that includes a formal advisory council designed to provide PWI information and promote understanding, and subcommittees that focus on specific objectives such as client screening or job development.

In each community business participants are selected according to the human resource needs of the local project and the occupation areas that complement client skills. The electronic industries, service industries, small manufacturers, hotel chains, banks, and insurance companies are all represented.

Scope: National

Grant Recipient: Human Resources Development Institute

Document: Letter and supporting documents from Rod DuChemin 1/26/84

Information Contact: Rod DuChemin, Asst. Dir., Human Resources Development Institute, AFL/CIO National Office, 815 16th St., N.W., Washington, DC 20006

Significant Features

Since 1977, the AFL-CIO Human Resources Development Institute (HRDI) has administered a Handicapped Placement Program under a Projects with Industry (PWI) grant designed to apply the resources of the American labor movement in expanding training and employment opportunities for disabled and handicapped individuals. During the past six years, the program has placed over 2,500 individuals, at an average hourly wage of over $5.00.

Operations continue in Minneapolis/St. Paul, Minnesota; Houston, Texas; Seattle, Washington; and Baltimore, Maryland, under a renewal grant from the Department of Education for the period of July 1, 1983 through June 30, 1984.

HRDI's Scope of Work under the current Projects with Industry grant outlines the following objectives:

1. To develop union jobs in which the disabled can be placed with emphasis on permanent, well-paid employment;
2. To develop training programs to enable disabled persons to obtain entry level jobs or upgrade their skills;
3. To work with community rehabilitation agencies in recruiting applicants and developing appropriate training;
4. To recruit disabled veterans through contacts with local disabled veterans organizations and other groups, and to develop appropriate jobs and training for disabled veterans including entry into apprenticeship training;
5. To locate jobs for disabled unemployed union workers in cooperation with the local AFL-CIO community services representatives;
6. To encourage employers and unions to adapt jobs and training to the special needs of the disabled workers;
7. To develop on-the-job training contracts with local Private Industry Councils, vocational rehabilitation and others;

8. To coordinate input on the local and national levels from various labor, rehabilitation, education and consumer agencies. In each of the handicapped placement program cities, a local advisory committee has been established to provide input and insure that the placement of objectives of that city are met. At the national level, a national advisory committee has been established including representatives from the AFL-CIO Civil Rights Department, Community Services, Education, Legislation, Organization and Field Services, as well as public and private rehabilitation representatives to enable the broader issues to be identified and discussed.

HRDI has also developed a short-term training program to train state federation personnel as well as local union officials about vocational rehabilitation. The same program trains vocational rehabilitation officials about organized labor. The goal of this training is to create mutual awareness and cooperation between vocational rehabilitation and organized labor, in order to address the employment problems of the disabled.

The Handicapped Placement Specialist in each city is called upon to fill many roles and answer many needs on behalf of the program's clients. He or she is involved in resource development, client job readiness development, labor market analysis, referral and placement, job analysis and development, client adjustment, and followup.

Scope: National

Grant Recipient: International Association of Machinists and Aerospace Workers

Document: Letter from Angela Traiforos 2/27/84

Information Contact: Angela Traiforos, Associate National Coordinator, IAM Disabled Workers Program, Machinists Bldg., 1300 Connecticut Ave., Washington, DC 20036

Significant Features

The IAM Disabled Workers' Program (IAM/DWP) is a nationwide project developed by the IAM&AW to provide services to the disabled IAM members and other disabled people in the community. The IAM/DWP Project with Industry is funded by the Rehabilitation Services Administration of the U.S. Department of Education and represents a partnership between the IAM and business/industry to help disabled and severely disabled individuals return to a job at a level commensurate with their skills and abilities.

The main thrust of this dynamic program is to improve and expand employment and training opportunities for individuals with disabilities. Current program locations include Seattle, Washington; Wichita, Kansas; Cleveland, Ohio; Los Angeles, California; Norfolk, Virginia; Hartford/New Haven, Connecticut; Dallas/Ft. Worth, Texas; Chicago, Illinois; and Kansas City, Missouri. Plans are under way to establish a new site in Baltimore, Maryland.

Please notice that at the present time IAM/DWP does not receive any JTPA funds. However, plans are under way to develop formal linkages between local IAM/DWP and JTPA funded programs which would facilitate the placement of vocationally disabled individuals in on-the-job training positions. Emphasis will be placed on developing formal or informal working agreements between IAM/PWI and labor sponsored JTPA programs.

Efforts have been made to develop a formal working agreement between the IAM District Lodges and the IAM/PWI in the Wichita, Kansas; Los Angeles, California; and Norfolk, Virginia areas.

IAM/DWP staff in conjunction with JTPA funded programs will locate employers interested in hiring disabled individuals and assist those employers by providing them with technical assistance.

Scope: National

Grant Recipient: Mainstream, Inc.

Document: Letter and supporting documents from Fritz Rumpel May, 1984

Information Contact: Fritz Rumpel, Acting Executive Director, Mainstream, Inc., 1200 15th St., N.W., Washington, DC 20005

Significant Features

In 1983, Mainstream started a new program to address the specific needs of unemployed and underemployed handicapped persons and the companies and organizations interested in recruiting disabled job seekers.

Mainstream (with a grant from the Department of Labor) created a job development and placement program known as Project LINK. The LINK goal is to help both unemployed and underemployed individuals with any kind of mental or physical disability to obtain competitive employment. There is no charge for this service to either LINK applicants or employers.

The elements of the LINK model are:

- A close working relationship with all disability service agencies (such as vocational rehabilitation), handicap organizations, and schools and universities in a given area.
- A screening process for determining whether individuals referred to LINK by these groups are job-ready.
- Job-seeking skills training.
- An aggressive job development effort in the business community.
- A continuous job matching process.
- Follow-up services to both the placed disabled individual and the employer who has hired him or her.

The result is a centralized placement service that takes the burden off of:

- Disabled, qualified job seekers who have little or no knowledge of the job market.
- Employers who are seeking a simple, quick and productive way to locate job-ready handicapped applicants.

Job matching is the process through which the Job Placement Specialist and the Job Developer link unemployed and underemployed, qualified disabled job seekers with competitive employment. The Placement Specialist has thoroughly screened all LINK applicants and has a full knowledge of their skills, training, experience, potential, character, disability and accommodation needs. The Job Developer is not only familiar with the requirements of an available employment position but also with the employer who has that opening. These professionals exchange information (and ideas) constantly to match LINK applicants with the right job.

Providing follow-up services means that the LINK staff will check on the progress of an applicant 30, 60 and 90 days after he or she begins working.

Both the disabled individual and the employer contact receive this free service to assure that any potential problems are addressed before they become real ones. Both parties are also free to contact LINK staff at any time if the need arises and are encouraged to do so.

Mainstream chose in 1983 two sites in which to develop the Project LINK model: Dallas, Texas and the greater Washington, D.C. area. The results: LINK met its first year goal of 350 placements (in Dallas and Washington combined) and was re-funded by the Labor Department through June 1985. Because of the program's success in these two very different locales, Mainstream believes that the LINK model can be effectively adapted by other communities around the country.

Scope: Local Level

Information Contact: Dan Van Horn, Project Manager, Projects with Industry, Sensory Aids Foundation, 399 Sherman Ave., Palo Alto, CA 94306

Grant Recipient: Sensory Aids Foundation

Document: Letter from Dan Van Horn 1/24/84

Significant Features

Sensory Aids Foundation's PWI is a primarily a placement project. Our stated goal is to open computer-related employment opportunities for severely disabled persons. Each year we provide placement related services to over one hundred people and are involved in the placement of over 50 disabled individuals.

Our clients are referred to us in a variety of ways: 85% are clients of the State Department of Rehabilitation. The others come through other agencies, or are self referrals. Many times employers will contact us for assistance in hiring a disabled person.

The services we provide are:

1. Job related counseling,
2. Job seeking skills,
3. Referrals to companies,
4. On-site evaluation of a work area,
5. Modification and Equipment recommendations,
6. Equipment loans, and
7. Follow-up Support Services.

We work closely with industry and have a very supportive business advisory council. Their function is to provide direction to the project.

We are mandated to serve any individual with a disability, but the majority of our clients have sensory disabilities.

Currently we have no on-going relationship with any JTPA funded project, but are open to exploring how that might happen.

Scope: Local Level

Document: Letter and supporting documents from Aaron Schaeffer 2/2/84

Information Contact: Aaron Schaeffer, Executive Administrator, Nassau Technological Center, Admin. Office, Valentines Road and The Plain Road, Westbury, NY 11590

Significant Features

We do have a formal relationship with the JTPA Prime Sponsors in our service delivery area. This relationship consists of funded contracts with the JTPA Prime Sponsors to support portions of the project's objectives not presently funded by other sources.

Our PWI Project also receives limited financial support from our State Education Department by way of Vocational Education Act funds.

We work very closely with our local State Office of Vocational Rehabilitation, which provides support in the way of diagnostics, medical, psychological and vocational assessment, screening and counseling. An OVR Counselor maintains an office on our premises in support of our PWI Project.

The overall goal of the project is to promote training, employment and upgrading for handicapped adults to enable them to gain, retain and upgrade jobs in the competitive sector.

The project brings about a more expanded linkage between the Board of Cooperative Educational Services (BOCES), OVR, and business/industry. One of the strong points of the program is the extent of advocacy on behalf of the handicapped conducted by project staff as part of the job development and on-the-job training phases. Advocacy activities focus on reducing employer discrimination; sensitizing other employees within the job site; providing assistance to employers and job development to increase job opportunities; and disseminating project results throughout the region and via state and national networks.

Objectives include:

1. To establish a three-way partnership involving BOCES, OVR and business/indstry to expand advocacy roles and to improve the scope of placement/training services for handicapped adults in Nassau County.
2. To implement a representative advisory council to oversee the integrated efforts of all program components, to sensitize business and industry to the potential of the handicapped in the competitive labor market, and to act in an advocacy role.
3. To provide comprehensive assessment, training, support, and referral services to project participants.
4. To prepare handicapped adults to acquire the skills necessary to function and succeed independently in the competitive labor market.

Handicapped participants will receive assessment, intervention, training and support through the following project components:

- In-depth assessment
- Development of an Individualized Training Prescription for each participant
- Pre-employment training in basic occupational skills representing high demand occupational areas
- Provision of life skills and employability skills training
- Placement in an industry-based, on-the-job training program
- Ongoing counseling, monitoring, reinforcement of skills and employability training
- Ongoing follow-up as needed

Scope: Local Level

Grant Recipient: Chicago City-Wide College

Document: Letter from Audrey McCrimon 3/26/84

Information Contact: Audrey McCrimon, Chicago City-Wide College, 30 East Lake St., Chicago, IL 60601

Significant Features

The Center for Disabled Student Services of Chicago City-Wide College, one of the City Colleges of Chicago, was awarded a Project with Industry Continuation Grant to demonstrate a comprehensive vocational training model designed to increase access to the labor market for developmentally disabled adults at a variety of skill levels.

Current program objectives are:

1. Define, continue pilot testing and evaluating a model vocational training program to meet the needs of a wide range of developmentally disabled adults.
2. Provide a demonstrated model suitable for replication by other postsecondary or related institutions involved in serving the target population. Circulate and present this model to post-secondary and related institutions.

Current student centered objectives are:

1. Recruit, select, and enroll one hundred-twenty students, fifty percent of whom are low functioning developmentally disabled.
2. Ensure that eighty-five percent of persons enrolled complete the programs and are job ready.
3. Place seventy-five percent of the students completing the program in full-time competitive employment.

The Vocational Training Program receives funding from a variety of sources, including PWI and JTPA. For example, combined funding has afforded the opportunity to develop and operate a Pre Employment Skills Training component that is essential in making the Vocational Training Programs available to lower functioning developmentally disabled adults. This pre-vocational component which precedes an actual referral to the Vocational Training Program is designed to provide lower functioning developmentally disabled adults who are not job ready but are deemed to have competitive employment potential with transitional steps from a sheltered workshop environment to the Vocational Training Program. The Pre-Vocational component's curriculum emphasizes basic job readiness skills, including instruction in self travel, understanding time concepts, basic grooming and occupational interests.

Scope: Local Level

Grant Recipient: Vera Institute of Justice

Document: Letter and supporting documents from Carol A. Casazza 2/1/84

Information Contact: Carol A. Casazza, Assistant to to the Project Director, Job Path Project, Vera Institute of Justice, 22 W. 38th St., New York, NY 10018

Significant Features

Job Path is a project of the Vera Institute of Justice and its PWI project provides participants with real work experience and a carefully designed support system which we call "supported work". Prior to entering PWI, participants receive preliminary work experience on a low stress public sector worksite.

Most Job Path trainees are mildly to moderately retarded, learning disabled, hearing impaired or have well-controlled epilepsy, but the approach we call "supported work" applies to other groups also.

Recognizing the importance of real work, not "make-work," Job Path initially places trainees in low stress public or non-profit sector organizations (e.g., government agencies, colleges, hospitals). Trainees work a 35-hour week and receive the minimum wage, while learning entry level skills or more advanced work, depending on their ability.

A training consultant visits each site at least twice a week, providing professional services to Job Path participants and their supervisors. Trainees typically need help in acquiring job skills and in demonstrating good work behavior and appropriate socialization; supervisors often need assistance in recognizing the capabilities and needs of disabled workers and in determining what can - and should - be expected of them. Training consultants help supervisors balance patience with firmness and encourage them to give trainees regular evaluation and feedback.

For further support, trainees receive a weekly hour of individual counseling and participate in a weekly peer group meeting. After three months, many participants are ready for Phase II, which entails moving to more challenging training sites, usually in the private sector. Trainees who are not yet ready remain on low-stress sites.

The same support system continues in Phase II, which also typically lasts for about three months, although the pace is individualized. Group meetings now focus on interviewing skills, application forms, and the like.

The final phase of the program, "follow-up" begins when a trainee is hired. A training consultant continues to offer support services on a gradually reduced basis over the course of a year and a "New Employees" group meets after working hours. Job Path attributes its job retention rate to its follow-up component. Over 72% of the trainees who enrolled in Job Path between 1978 and 1983 were hired, and 70% of these new employees have retained their jobs for at least a year.

Job Path does receive support through the Job Training Partnership Act. This helps to defray the portion of participant wages paid for training in the public sector (pre-PWI) as well as the salaries of program staff who provide services to participants in both phases of the program.

Scope: Local Level

Information Contact: Nancy J. Kuepper, Ph.D., Projects with Industry, Vocational Guidance and Rehabilitation Services, 2239 E. 55th St., Cleveland, OH 44013

Grant Recipient: Vocational Guidance and Rehabilitation Services

Document: Letter from Nancy J. Kuepper 1/20/84

Significant Features

VGRS has been involved with Projects with Industry since its inception in 1970.

It is VGRS's belief that it is advantageous to have between 10 and 15 clients in any one host company, with one counselor assigned permanently to that site. Nonetheless, the economic conditions within the Greater Cleveland area over the past several years has dictated some change in this approach. We have frequently found companies who would be willing to be host sites and which would be very good host sites for our clients. However, in most cases, these companies have been unable to accept more than 2 or 3 clients at any given time. Therefore, we have begun to recruit a number of host sites within a general geographic area, commerce park, etc. We have then assigned one counselor to those host sites. This counselor rotates among the various sites, visiting each at least once per day. We have found that this system has been effective and has been well received by host sites.

VGRS is currently operating two PWI programs with JTPA funds. These programs evolved from PWI projects which we had operated for three years (1981-1983) with funds from the Ohio Bureau of Employment Services, Office of Special Grants (CETA funding). During those three years, disabled and disadvantaged individuals participated in PWI programs in host sites in the Cuyahoga, Summit, Portage, Stark, Richland, Ashland, and Montgomery county areas of Ohio. Clients were trained in a wide variety of positions including custodial and clerical work.

With the advent of JTPA funding, VGRS received two awards to operate PWI programs. These are formal arrangements. VGRS responded to Requests for Proposals and was awarded the grant. A contract was developed and signed. These contracts provide for payment of staff salaries, necessary supplies, occupancy, etc. JTPA also pays client wages during the six-week programs.

With JTPA funding, VGRS is conducting a PWI program for dislocated workers in the Greater Cleveland area. The funding for this program comes from Title III, Phase II. This program, which was originally funded for a six month period beginning in November, 1983, employs 7 full-time staff and will serve 95 dislocated workers. We have 32 clerical slots in 8 PWI host sites, including 2 major hospital centers, 2 universities, and a residential facility for children. The clients participate in one week of vocational assessment, one week of clerical retraining or upgrading, and six weeks of actual PWI experience in the host site. As noted, client wages are paid by JTPA. Our goal is to positively terminate 85% of all PWI participants and to place 82% of these individuals into competitive employment.

We are also operating a PWI program for youth in the Canton, Ohio area. This project is funded by the Canton Service Delivery Area under Title II - Exemplary Youth Funds. This six-month program will serve 50 youths between the ages of 18 and 21 years. The youth must be high school graduates with some clerical training. Training can be through the vocational education departments of their schools. The participants will receive one week of vocational assessment, one week of work preparation and job seeking skills training, and six weeks of work experience in the PWI host sites. We have 16 PWI slots in 4 locations. The host sites include 3 universities and the Football Hall of Fame. The goal of this project is to positively terminate 85% of all participants and to place 80% of these persons into competitive employment within 60 days of program termination. This program is served by three full-time staff.

Scope: Local Level

Grant Recipient: Southwest Business and Industry Rehabilitation Association

Document: Letter from Fred Tenney 1/17/84

Information Contact: Fred Tenney, Executive Director, Southwest Business and Industry Rehabilitation Association, 4410 N. Saddlebag Trail, Suite B, Scottsdale, AZ 85251

Significant Features

Southwest PWI, located in Phoenix, Tucson, and Las Vegas (offices soon to open in San Diego and New Mexico), is primarily a placement program for employable physically and mentally disabled persons. Job seeking skills classes are presented to clients over a four week period, with Job Club seminars held weekly thereafter.

Southwest Project with Industry highly regards its Executive Advisory Board, comprised of private sector vice presidents and plant managers and its Employment Committee, represented with small and large business personnel managers.

SWBIRA, the organization administering Southwest PWI, receives JTPA funds from the City of Phoenix (JTPA Service Delivery Area) to extend JTPA services to disabled youth and adults.

A feature of this contract that is both unique and accountable is that SWBIRA has a performance contract with the City. Under the terms of the contract, SWBIRA receives payment for services if and only if the standards of the contract are met. Standards include criteria relating to positive termination rate, number of placements, average entry wage, etc. This method of contracting proposed to the City of SWBIRA facilitated the contract award immensely.

Inasmuch as SWBIRA does not offer vocational skills training, SWBIRA is able to refer disabled JTPA clients to other JTPA funded programs in Phoenix for these services. Thus, disabled clients access training through the Skills Center, Community College, apprenticeship training programs, private sector training programs, OJT, work experience, etc.

Scope: Local Level

Recipient: Goodwill Industries of Fort Worth, Inc.

Document: Letter from Loveta M. Eastes 3/9/84

Information Contact: Loveta M. Eastes, PWI Coordinator/ Placement Specialist, Goodwill Industries of Fort Worth, Inc., P.O. Box 1408, Fort Worth, TX 76101

Significant Features

We've had a Projects with Industry Program since 1978. The PWI Advisory Council was instrumental in setting up our food service, janitorial and clerical training programs. The council continues to review and advise our staff on training and placement. We find assessment of services an on-going need as the job market changes, and as we compete with other agencies in the community for client referrals.

During the 5 years we've had a Projects with Industry program, we've placed 369 clients into competitive employment with an 80% retention rate. Last year was our most successful year to date with the most cost effective placement record. For the report period ending 9/30/83 we had placed 91 clients at a cost of $549 each.

The advisory council is composed of approximately 24 business people from a variety of businesses in our community. From time to time we activate various subcommittees to work on areas of current need. Some of these areas have been: public relations, placement, clerical, food service, janitorial, recruitment of PWI members, and a group to investigate an electronic assembly training program.

The bulk of our placements do not occur in the businesses represented on the Council, but these business people can provide the business perspective so keenly needed in rehabilitation.

Our facility offers educational, medical, evaluation, personal and social adjustment training, job readiness and placement services. The evaluation department has a contract to assess an average of 18 clients per week for select JTPA programs. This is the extent of present services for JTPA.

"FAMILY OF ONE" STATES

The Department of Labor issued an announcement in 1983 stating that each state's governor has the authority to define handicapped youth (ages 16-21) as "a family of one" for the purpose of establishing income eligibility requirements under JTPA. A handicapped youth's eligibility for JTPA programs would not depend on the youth's family income but on the income of the handicapped youth alone. A "family of one" designation is of considerable advantage to handicapped youth wishing to enroll in JTPA funded programs.

George Washington University, Washington, D.C., recently surveyed two Private Industry Councils in each state for information about services to handicapped youth. One of the questions was directed at identifying which state's governors have designated handicapped youth as "families of one" for JTPA income eligibility determination purposes. The Presidents Committee on Employment of the Handicapped has also made queries about the "family of one" states.

States identified by these two sources of information are listed below. Since state governors can designate the "family of one" at any time, the group of "no" states should be viewed as subject to change. The telephone numbers given are for each goverror's JTPA liaison office. You may wish to check your state to confirm your state's status regarding the "family of one."

State	"Family of One" Designation	Governor's JTPA Liaison Office Telephone Number
Alabama	Yes	(205) 284-8800
Alaska	Yes	(907) 563-1955
Arizona	Yes	(602) 255-3957
Arkansas	No	(501) 371-5227
California	Yes	(916) 445-9212
Colorado	Yes	(303) 866-3165
Connecticut	Yes	(203) 566-4290
Delaware	Yes	(302) 571-2800
District of Columbia	Yes	(202) 639-1000
Florida	Yes	(904) 488-7228
Georgia	Yes	(404) 656-7835
Hawaii	Yes	(808) 548-6924
Idaho	Yes	(208) 334-2731
Illinois	Yes	(217) 785-6006
Indiana	Yes	(317) 232-8516
Iowa	Yes	(515) 281-3928
Kansas	Yes	(913) 296-3031

State	"Family of One" Designation	Governor's JTPA Liaison Office Telephone Number
Kentucky	Yes	(502) 564-5360
Louisiana	No	(504) 925-4220
Maine	Yes	(207) 289-3375
Maryland	Yes	(301) 383-5107
Massachusetts	No	(617) 727-2252 or 6230
Michigan	Yes	(517) 373-9600
Minnesota	Yes	(612) 296-8004
Mississippi	No	(601) 354-7676
Missouri	Yes	(314) 751-4750
Montana	Yes	(406) 444-4524
Nebraska	Yes	(402) 471-2127
Nevada	Yes	(702) 885-4310
New Hampshire	Yes	(603) 228-9500
New Jersey	Yes	(609) 292-2323
New Mexico	No	(505) 827-6827
New York	Yes	(518) 457-4317
North Carolina	Yes	(919) 733-6383
North Dakota	No	(701) 224-2792
Ohio	Yes	(614) 466-3817
Oklahoma	No	(405) 528-8200
Oregon	Yes	(503) 378-3732
Pacific Islands	No	(160) 671-9357
Pennsylvania	No	(717) 787-3907
Puerto Rico	No	(809) 721-5065
Rhode Island	Yes	(401) 277-2090 ext. 19
South Carolina	No	(803) 758-8706
South Dakota	No	(605) 773-3101
Tennessee	Yes	(615) 741-1031
Texas	Yes	(512) 443-4100
Utah	No	(801) 533-5396
Vermont	No	(802) 229-0311
Virginia	Yes	(804) 786-5696
Virgin Islands	No	(809) 744-4642
Washington	No	(206) 754-1035
West Virginia	Yes	(304) 348-5920
Wisconsin	Yes	(608) 266-2439
Wyoming	Yes	(307) 777-7671

The Vocational Studies Center
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

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Objectives of this project

I. Develop an Inservice Training Package to help special educators enroll their students in Job Training Partnership Act Programs;
II. Disseminate the Inservice Training Package through workshops and national dissemination activities.
III. Evaluate the activities of the project and its impact on the target audience.

How will the objectives be reached?

National searches will be conducted to identify each state's individual JTPA guidelines, JTPA programs as they relate to handicapped students, and promising JTPA programs around the nation which serve handicapped students. Extensive program reviews and literature searches will be made.

The preliminary Inservice Training Package will be completed in Phase One of project operation. In Phase Two the Inservice Training Package will be field tested. In Phase Three, project staff will develop and implement six regional workshops for a total of 600 participants, disseminate project materials and evaluate the impact of the project.

Anticipated results

A handbook to help special education teachers enroll handicapped students in JTPA programs and to utilize JTPA resources will be developed. This handbook along with supplementary materials will make up the Inservice Training Package. Over 25,000 special education students are expected to benefit from the project.